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ABSTRACT

This curriculum manual on Alcohol and Alcohol Safety is designed as a teacher's guide for senior high level students. The topics it covers are: (1) safety; (2) attitudes toward alcohol and reasons people drink; (3) physical and behavioral effects; (4) alcohol industry; (5) interpersonal situations; (6) laws and customs; and (7) problem drinking and alcoholism. Each topic is divided into a number of activities. Each activity is a self-contained learning experience which requires varying numbers of class periods, and focuses on one or more objectives. The particular skills developed by the activity, as well as methods for evaluating it, are provided. Activities are also organized by teaching method: art, audiovisual, debates, discussion, drama, independent study, lectures, reading, science, and writing. (BP)

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September, 1972

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volume II of II

ALCOHOL AND ALCOHOL SAFETY

A CURRICULUM MANUAL FOR SENIOR HIGH LEVEL

a teacher's activities guide

U.S. DEPARTMENT OF TRANSPORTATION
National Highway Traffic Safety Administration
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ALCOHOL
AND
ALCOHOL SAFETY

A CURRICULUM MANUAL
FOR SENIOR HIGH LEVEL

VOLUME II of II
A TEACHER'S ACTIVITIES GUIDE

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ACTIVITY ORGANIZATION

1. Order of Activities

Each Activity provided here is a self-contained learning experience which requires varying numbers of class periods and focuses on one or more objectives. The Activities are numbered consecutively and are organized by alcohol topic areas.

Topics	Activity Numbers
Safety	1-37
general	1-16
interpersonal	17-27
laws	28-37
Attitudes and Reasons (attitudes toward alcohol and reasons people drink)	38-85
Effects (physical and behavioral)	86-115
Industry	116-134
business	116-126
manufacture	117-134
Interpersonal (excluding interpersonal safety situations)	135-174
general	135-140
parents	150-160
peer	161-174
Law and Custom	175-209
comparative studies (other countries and ethnic groups and historical periods)	175-192
laws (excluding safety laws)	193-209
Problem Drinking and Alcoholism	210-243
background (attitudes, definitions, causes)	210-216
effects	217-229
treatment	230-243

The teacher can divide the looseleaf Activities by each of these major topic areas with a labeled index divider for easy future reference.

A Detailed Activity Topic Index on page 270 indicates which Activities deal with Specific topics within the above major headings.

Within each topic the Activities are divided alphabetically by teaching method. The methods are:

- Art
- Audiovisual
- Debates
- Discussion
- Drama
  - games
  - role plays
- Independent Study
  - field trips
  - interviews
  - polls
  - research
  - teaching
  - volunteer work
- Lectures
- Reading
- Science
- Writing

For more information on teaching methods, consult the Teaching Methods section on pages 85-135.

If a teacher wants to select Activities by classroom subject area, the Cross References on pages 261-269 provide easy entrance along these axes.

2. Activity Page Format

The ACTIVITY #S, TOPIC, AND METHOD are all indicated on the top of each Activity page. (See blank sample Activity, role profile and scenario pages that follow.)

Activity pages also contain the following information:

REFERENCE #:	Documents who developed the Activity Numbers refer to the Bibliography. A reference number followed by "-1" indicates the Activity was revised by the authors.
CONTENT REFERENCE:	Indicates on what pages of the Content Literature section the teacher can find the related alcohol information both for his own edification and for determining what the students should learn. "NA" (Not Applicable) indicates there is no applicable content reference.

REFERENCE #:

ACTIVITY #:

CONTENT REFERENCE:

TOPIC:

CLASS TIME:

METHOD:

CORE ACTIVITY:

OBJECTIVE:

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED:

OTHER:

ACTIVITY:

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

ACTIVITY (CONT'D):

ACTIVITY # :

SAMPLE ROLE PROFILES

SAMPLE SCENARIOS

CLASS TIME:	Is an approximation of how many 50-minute class periods it should take to engage in that Activity, not including evaluations. Many of the evaluation methods, however, can be assigned as homework, and, in any case, the teacher will not want to individually evaluate every Activity he teaches. In addition, many Activities can be abridged by eliminating parts of the Activity, such as report presentations, or by limiting the time allotted for discussion. "OCT" indicates that students will have to devote some outside class time to the Activity.
CORE ACTIVITY:	Is a one sentence description of the Activity.
OBJECTIVE:	Indicates what skills and knowledge students can be expected to demonstrate and why it is desirable that they develop these skills and learn that knowledge.
PRELIMINARY CONSIDERATIONS: SKILLS DEVELOPED: OTHER:	Include a list of the major skills developed by the Activity and other pertinent comments, such as warnings of when parent or administration approval of an Activity may be necessary and suggestions of Activities that should precede that one In many cases it is assumed that a study of alcohol's effects has preceded an Activity. However, students can learn a lot about alcohol's effects, and probably more effectively, by studying related alcohol issues that concern them and thereby indirectly spur them to research alcohol's effects.
ACTIVITY:	Describes what students and teachers who choose to get involved in this Activity will do. This section also indicates logical breaking points in the Activity if it runs for more than one class period. General information on how to conduct a type of teaching method (e.g., small group discussions, role plays) is not included in every Activity involving that method, but instead is explained in detail in the Teaching Methods section. (For example, rather than repeat in every small group discussion Activity how to break students into small groups, this process is explained once in the "Discussion" section of Teaching Methods.)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:	Are alternate methods of conducting the Activity and recommendations for follow-up activities.

Last on the page, but of prime importance, are the **EVALUATION METHODS.** Evaluations are essential for the teacher and students to discover whether students are achieving objectives -- that is, effectively exploring their concerns and learning appropriate knowledge, skills and attitudes. Evaluations should seek to determine whether students can make decisions that are based on knowledge of alternatives, their influences and their consequences. It is the decision-making ability, the ability to apply knowledge, not just retain it, coupled with constructive attitudes that lead to desirable behaviors.

The normal evaluation technique is a written or oral test that measures what information and attitudes students have learned. But:

- students often memorize materials and parrot attitudes only for the test and then forget them;
- retention of information is not the major goal of an alcohol curriculum: exploring concerns to develop desirable feelings and behaviors is.

Thus, the evaluations here include such techniques as:

role plays,
games,
collages and mobiles,
autobiographies and written dialogues and
student self-evaluations,

for such methods require students to make decisions that are the prerequisites for performing desired long-term behaviors.

Every Activity includes at least one of the above evaluation methods. However, evaluations are more likely to be accurate when several different kinds are used to supplement each other. (They are also more productive when they involve new learnings in the process of evaluating old ones.) Therefore, there are also several Activities whose major purpose is evaluation. These are listed in the Curriculum Index. Quiz Activities may be found at the end of each topic under the method "Writing."

The teacher must decide to whose satisfaction an Activity must be performed in order to conclude that learning has occurred. It is useful to require that Activities be performed to the teacher's and students' satisfaction where students can appropriately evaluate their own or other students' learning process. Finally, it is up to the teacher to define the criterion of acceptable performance students must meet for each evaluation in order to conclude that his objectives have been achieved.

* * *

The Activities offered here represent a wide spectrum of topics, teaching methods, concerns, objectives and skills. Indeed, many Activities are included that are not listed in the Curriculum Index should students reveal an alcohol concern not typical of most senior high students and should the teacher want Activities for dealing with it. These activities are indicated in the introduction to the Curriculum Index. Despite the large number of Activities, individual teachers and students will want to develop Activities of their own or locate Activities from other sources as well as adapting the Activities in this Manual to meet their students' concerns. The blank Activity, scenario and role profile pages included here can be xeroxed for these purposes or the teacher can develop an Activity page of his own. But the emphasis on using the Activities provided in this Manual must be to adapt them to meet students' and teachers' concerns. In addition, teachers should make comments for other teachers' benefit on the back of each Activity Sheet they have used about the values and shortcomings of and suggested alterations for the Activities. The accumulated experience of a school or department should not be lost. The Activity format provides an excellent opportunity to store and transmit the experiences of each teacher.

The Activities are punched and ready for immediate insertion into a three-ring notebook. A blank Curriculum Outline sheet and a blank Curriculum Index for xeroxing follow.

CURRICULUM OUTLINE SHEET

Page:

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION

REFERENCE #: 1
CONTENT REFERENCE: 245-256
CLASS TIME: 1-1½ periods

ACTIVITY #: 1
TOPIC: Safety: general
METHOD: Audiovisual

CORE ACTIVITY:

Students compare different audiovisual treatments of alcohol and traffic safety issues.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, evaluating.

OTHER: Activity is a good evaluation of learnings on alcohol and safety issues.

ACTIVITY:

Students watch two or more movies or slide tapes that treat the issue of alcohol and traffic safety. On the following page are suggested audiovisual materials. After each movie or slide presentation, students write brief responses to a set of questions, for example:

1. What does the movie say are the effects of alcohol on traffic safety and driving ability?
2. How does the movie say traffic accidents due to alcohol can be reduced?
3. Will the movie influence you to drink responsibly and not drive or ride as a passenger with a drunk driver? Why? (½-1 class)

Students break into small groups and are given written instructions to discuss their opinions on each of the questions they answered.

Groups report conclusions to class and respond to comments and questions from class and teacher. Teacher can also raise issue of why movies that seem ineffective are produced and distributed. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can create their own audiovisual materials. (See Activity #4.)
- Students can watch audiovisual materials and then, on second showing, supply the commentary themselves, or supply commentary on first showing and then listen to audio.

EVALUATION METHODS:

- Students discuss and record in their small groups what an effective alcohol and traffic safety movie for teenagers should show and say and why.

The following are suggested audiovisual materials on alcohol-traffic safety problems.

1. A New Look at the Old Sauce -- filmstrip, 17 minutes, color with record, 35mm. An animated filmstrip that depicts history of alcohol usage and explains how drinking affects behavior. One part treats the effects of drinking on driving. Useful as a review of alcohol's effects in general and as related to driving. Source: See Bibliography #182.

2. A Snort History -- 6 minutes, color. Film, with cartoons and live action that stresses that driving involves risk-taking decisions and then illustrates how the ability to judge and the reality of these risks is affected by alcohol. Source: See Bibliography #186.

3. The Decision Is Yours -- filmstrip, 30 minutes, color, with accompanying sound track. Presentation of drinking-driving problem with background information on alcohol's effects and with places for discussion breaks built into the slides. Source: See Bibliography #187.

4. The Bottle and the Throttle -- 10 minutes, black and white or color, 16 mm. This film reveals the effects of drinking on driving. Statistics are used as well as a story about an accident involving teenagers. Source: See Bibliography #188.

5. How Much Is Too Much -- 15 minutes, color. This film shows people determining for themselves how much is too much and records their actions at different levels of intoxication. Source: See Bibliography #189.

6. Point Zero Eight -- 30 minutes, black and white. Eight of Canada's foremost rally and racing drivers are subjected to exacting tests to determine the degree a given amount of alcohol in the blood can affect their skill and ability to react. Source: See Bibliography #190.

REFERENCE #: 1
CONTENT REFERENCE: 182-184, 247-250
CLASS TIME: 1 period

TOPIC: Safety: general
METHOD: Discussion

ACTIVITY #: 2

CORE ACTIVITY:

Students discuss ways in which alcohol use might affect driving ability.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.
OTHER:

ACTIVITY:

Students write brief (½-1 page) response to the following scenario:

> You have been commissioned by the Society for Safe Driving (SSD) to write a study of all the ways in which excessive drinking might influence drivers and pedestrians to drive or walk less safely, for example to drive too fast. What will you include in your study?

The following class, students break into small groups and are given written instructions to:

1. Discuss and record the skills someone needs in order to be able to drive safely.
2. Review and list the behavioral effects of alcohol use.
3. Read each others' papers.
4. Decide and record how each of these effects might affect each needed driver skill.
5. Decide and record how these effects might affect each skill a pedestrian needs in order to walk safely.

Groups report results to class and respond to comments and questions from class and teacher. Effects that the teacher can discuss if they are not suggested by the groups are: driving in spurts, slow then fast, etc.; improper passing; overshooting or disregarding traffic signals; jerky starting or stopping; etc.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Activity can include household safety.

EVALUATION METHODS:

- Students write a short account of a driver leaving a party and going home. The account includes detailed descriptions of how his walking and driving are affected by alcohol.
- Each student creates a collage or mobile illustrating alcohol's effects on driving and walking. Each collage is interpreted and criticized by two other students. To the satisfaction of the two other students and the teacher.
- Students respond to teacher's written and/or oral questions on alcohol and traffic safety.

REFERENCE #: 1 **ACTIVITY #:** 3

CONTENT REFERENCE: NA **TOPIC:** Safety: general

CLASS TIME: 2-5 periods **METHOD:** Independent Study

CORE ACTIVITY:

Class splits up into small groups to engage in different independent research projects on alcohol and safety.

OBJECTIVE:

Specific objectives depend on activities selected.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, questioning, reading, evaluating.

OTHER:

ACTIVITY:

The teacher passes out to students a list (with brief sketches of what is involved in each) of research activities students can pursue, such as:

- creation of a movie (Activity #4)
- debating responsibility for traffic safety (Activity #5)
- interviewing safety director of an industry on accidents due to alcohol abuse (Activity #6)
- researching automobile safety (Activity #7)
- researching role of alcohol abuse in accidents (Activity #8)

Students and teacher add other independent study topics to this list.

Students take the list home to select which topics they would like to study. Next class they form small groups of from 1 to 5 students around topics that concern them. These groups conduct the research along the lines suggested in the above Activities.

After completing research, groups prepare and present reports to class that indicate what they have learned and evaluate their findings in terms of critical suggestions for individual and societal improvement. Students should be encouraged to be imaginative in their presentation, by using audiovisual aids, props, charts, guest speakers, and other exciting reporting techniques.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- In many cases groups can write articles based on their research findings for submission to school and community newspapers.

EVALUATION METHODS:

- Each research group, in consultation with the teacher, creates its own evaluation methods.

REFERENCE #: 1
CONTENT REFERENCE: 245-258
CLASS TIME: 5 periods, plus OCT

ACTIVITY #: 4
TOPIC: Safety: general
METHOD: Independent Study: audiovisual

CORE ACTIVITY:

Students create a movie on alcohol and traffic safety.

OBJECTIVE:

Students demonstrate knowledge and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, feeling responsible, getting involved.

OTHER: Students need to have already studied alcohol's effects on safety. Activity #1 on comparing different movies on alcohol and traffic safety is a good preceding Activity. This is also a good evaluation Activity of learnings on alcohol and safety.

ACTIVITY:

A small group of students makes a movie on alcohol and traffic safety. The group conducts preliminary research as suggested in Activity #8 and looks at other movies on the problem.

The group films, edits and writes and records the script to movie, utilizing resources of audio-visual department or 8 mm. camera borrowed from home.

Upon completion, movie is shown to class.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can make slide tapes, transparencies and photographs on alcohol and traffic safety.
- Two or more small groups can make audiovisual materials on different safety problems using different audiovisual media.

EVALUATION METHODS:

- The class views the movie and writes a critique of it along the lines suggested in Activity #1. To the satisfaction of the filmmakers and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 255
CLASS TIME: 1½ periods, plus OCT

ACTIVITY #: 5
TOPIC: Safety: general
METHOD: Independent Study: debate

CORE ACTIVITY:

Students research and debate whether the automobile industry, the driver or the state should be responsible for traffic safety.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate who is and who should be responsible for the effects of alcohol use on traffic safety in order to make responsible public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, evaluating, influencing.
OTHER: Students need to have already studied the effects of drinking on driving.

ACTIVITY:

A small group of four to eight students researches and debates issue of who should be responsible for maintaining traffic safety: the auto industry, the driver or the state. The group first decides what positions it wants to debate and who is going to defend which position. Group then splits into three debate groups and each sub-group researches its point of view. Research methods can include:

- reading available literature, including Ralph Nader's Unsafe at Any Speed
- interviewing consumer protection agency officials, auto salesmen and manufacturers, policemen, and state traffic safety officials.

After completing research, the group agrees on ground rules for the debate -- how much time to allow each side to present its arguments, rebuttals and concluding remarks. Group also decides who will judge debate and how it will be scored. (1 class)

After debate, group responds to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- An entire class can engage in this debate, with some students acting as judges. Activity can also be a small group or class discussion, or individual written research report.

EVALUATION METHODS:

- Each participant writes a defense of a position he did not take during the debate. To the satisfaction of students who did take that position and the teacher. Non-participants write "editorials" that indicate which sub-group had the more persuasive arguments and why. To the satisfaction of the other sub-groups and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 235-237
CLASS TIME: 2-3 periods, plus OCT

ACTIVITY #: 6
TOPIC: Safety: general
METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview safety director of an industry that uses power machinery concerning alcohol-related industrial accidents.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas other than traffic in order to make responsible decisions about drinking and personal safety.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, evaluating, writing.
OTHER: Students need to have already studied problem drinking.

ACTIVITY:

A small group of students does preliminary research on the relationship between alcohol use and industrial accidents. They then formulate a list of questions to ask industry safety directors such as:

1. What kinds of accidents occur in your industry?
2. How many are caused by drinking on the job? by hangovers?
3. What is done for the drinking person who causes the accident in terms of helping him with his problem?
4. Is there a program in the company for assisting problem drinkers? How does it operate? Is it successful?

Students solicit additional questions from classmates and divide up responsibility for the interview. If possible, students can (a) interview officials of a company that has no program, if the one they already interviewed does, and compare findings with the company that does, and (b) interview one or more alcoholic employees about their company's program. (½ class)

After conducting interview, students prepare (1-2 classes) and present a report to the class that includes their evaluation of industry's responsibility to problem drinkers as well as an evaluation of one particular company's program. Group responds to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write results into an article for submission to school and community newspapers.
- Two or more small groups can interview different industry safety directors and compare findings; or director can be invited to talk with class; or Activity can be written research report.

EVALUATION METHODS:

- Students role play or write the dialogue to scenario in which a labor leader "interviews" an industry's safety director on industrial accidents and the role management should take. To the satisfaction of the research group and the teacher.
- Students write response to an imaginary letter from an industry's president asking for advice on how to cope with a rash of employee accidents due to drinking. To the satisfaction of the research group and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 255
CLASS TIME: 3-4 periods, plus OCT

ACTIVITY #: 7
TOPIC: Safety: general
METHOD: Independent Study: research

CORE ACTIVITY:

Students research automobile safety and interview, call or write safety experts from an automobile company.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate who is and who should be responsible for the effects of alcohol use on traffic safety in order to make responsible decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, evaluating, writing.

OTHER: Students need to have already studied the effects of alcohol on driving.

ACTIVITY:

A small group of students, with the teacher's assistance, determines ways of researching car safety. Sources can include:

- Ralph Nader's Unsafe at Any Speed
- other literature suggested in the Bibliography
- interviews with local car dealers
- interviews with safety experts of automobile companies.

Group writes up a list of questions that it is seeking answers to, such as:

1. What features of autos make them safe and unsafe in the hands of drunken drivers?
2. What other safety features could be installed?
3. Why haven't they been installed?
4. To what extent do you feel it is the automobile industry's responsibility to provide safe cars and ensure safe use?

Group solicits additional questions from classmates and divides up responsibility for the research. (1 class)

Group then prepares analytical and critical report (1-2 classes) and presents it to class, responding to questions and comments from class and teacher. (1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Upon completion of the research, the group can write results into an article for submission to school and community newspapers.
- Two or more small groups can conduct the research and compare findings; or Activity can be an individual written research report or a debate on responsibility for assuring traffic safety. (over)

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a car dealer is "interviewed" by a Ralph Nader. To the satisfaction of the research group and the teacher.
- Students debate the responsibility for traffic safety. See Activity #5. To the satisfaction of the research group and the teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The interviewed safety expert or car dealer can be invited to talk to the class.
- Students can devise methods of their own to prevent drunk drivers from operating a car.

REFERENCE #: 1
CONTENT REFERENCE: 245-258
CLASS TIME: 2-2½ periods, plus OCT

ACTIVITY #: 8
TOPIC: Safety: general
METHOD: Independent Study: research

CORE ACTIVITY:

Students research the role of alcohol in automobile, pedestrian and household accidents.

OBJECTIVE:

Students demonstrate knowledge and ability to evaluate effects of alcohol use on traffic safety and other safety areas in order to make responsible decisions about drinking, driving and personal safety.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, writing.

OTHER:

ACTIVITY:

A small group of students, with the teacher's assistance, determines ways of researching the relationship between alcohol use and car, pedestrian and household safety. Research methods can include:

- reading appropriate literature. (See Bibliography #s82-91.)
- interviewing police and doctors.

Group writes a list of questions to which it is seeking answers and solicits additional questions from classmates. Sample questions are:

1. How many or what percentage of auto, pedestrian and household accidents are caused in part or wholly by alcohol?
2. How do we know alcohol abuse was a factor?
3. Has the number been increasing?
4. How many or what percentage of these accidents involve social drinkers, problem drinkers and alcoholics?

Group divides up responsibility for the research. (½-1 class)

Group then prepares (1 class) and presents a report to class and responds to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Upon completion of research, group can write results into an article for submission to school and community newspapers.
- Two or more small groups can conduct the research and compare findings. Or Activity can be an individual written research report.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a safety expert is "questioned" by a reporter writing an article on drinking and safety. To the satisfaction of the research group and the teacher.
- Students create collages or mobiles illustrating the relationship between alcohol use and safety. Each student interprets and evaluates one other student's collage or mobile. To the satisfaction of the other student and the teacher.
- Students respond to teacher's written and/or oral questions on alcohol and safety.

REFERENCE #: 1
CONTENT REFERENCE: 245-256
CLASS TIME: ½-1 period

TOPIC: Safety: general
METHOD: Lecture

ACTIVITY #: 9

CORE ACTIVITY:

The teacher lectures on the role of alcohol in traffic accidents.

OBJECTIVE:

Students demonstrate knowledge and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.

OTHER:

ACTIVITY:

A lecture on the role of alcohol in traffic accidents should:

- relate what has been learned about alcohol's effects on driving ability
- note the percentage of accidents related to problem drinking as opposed to social drinking
- include discussion of pedestrian accidents
- note the unique risks of driving after drinking for teenagers.

A lecture on alcohol and driving safety can be enlivened by:

- using a movie as a supplement
- putting charts from one of the pamphlets in the Bibliography on an overhead projector
- using statistical examples that involve the class (E.g., 23% of you, or one out of every five, will be in a serious accident in your lifetime; half of these accidents will be associated with alcohol use.)
- encouraging students to describe and analyze accidents they have heard about or been in involving alcohol use.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The teacher can lecture on the relationship between household accidents and alcohol, and industrial accidents and alcohol.

EVALUATION METHODS:

- Students are given the size of their school class and the number of accidents and fatalities it will have. Students compute the percentage of accidents and fatalities that will be associated with alcohol use.
- Students write the dialogue to an "interview" between a newspaper reporter and a traffic safety expert on the relationship between alcohol and traffic accidents.
- Students respond to teacher's written and/or oral questions on alcohol and traffic safety.

REFERENCE #: 1 **ACTIVITY #:** 10

CONTENT REFERENCE: 245-256 **TOPIC:** Safety: general

CLASS TIME: 1 period **METHOD:** Lecture

CORE ACTIVITY:

Guest speaker discusses the relationship between drinking and driving.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.

OTHER:

ACTIVITY:

One (or more) of the following people are invited to the class to discuss the relationship between traffic accidents and drinking:

- a doctor
- a policeman
- an Alcoholics Anonymous representative
- an insurance man

Students write questions prior to the visit. The teacher can then relate these questions to the guest so that he will be able to focus his presentation accordingly. Sample questions include:

- Can people drive as well when they've been drinking excessively as when they are sober? How much do people have to drink before it does something to their driving?
- Why do people drink too much when they know they are going to drive?
- What should I do if my father or mother drinks and then drives? How can I tell whether they have had too much to drink to be able to drive safely?
- How do pedestrians get into accidents after drinking? Isn't this still the driver's fault?
- Why can't you prevent people from driving after drinking or from drinking too much when they will be driving?

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students create bumper stickers about drinking and driving.
- Students respond to teacher's oral questions about drinking and traffic safety.

REFERENCE #: 1
CONTENT REFERENCE: 257
CLASS TIME: ½-1 period

ACTIVITY #: 11
TOPIC: Safety: general
METHOD: Lecture

CORE ACTIVITY:

Students discuss what household activities might be dangerous to perform by someone who had been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas other than traffic in order to make responsible decisions about drinking and personal safety.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER:

ACTIVITY:

Students write brief (½-1 page) response to the following instructions:

> Describe three imaginary people who drank a certain amount of alcohol (you decide how much) and got injured in or around their homes afterward. Also indicate how alcohol contributed to their injury.

The teacher collects the papers and lists results on blackboard. He then explains danger of household accidents after alcohol misuse and discusses why alcohol abuse might have these effects.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #12 also deals with household accidents.

EVALUATION METHODS:

- Students write examples of several things they did at home during the previous week that could have been dangerous if they had been drinking too much and why.
- Students create collages or mobiles illustrating potential household accidents that might occur to someone who drank excessively.
- Students respond to teachers written and/or oral questions on alcohol and household safety.

REFERENCE #: 1
CONTENT REFERENCE: 257
CLASS TIME: 1-1½ periods, plus OCT
TOPIC: Safety: general
METHOD: Reading
ACTIVITY #: 12

CORE ACTIVITY:

Students read and discuss fictional accounts of alcohol safety situations.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas other than traffic in order to make responsible decisions about drinking and personal safety.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing.

OTHER:

ACTIVITY:

Students read the following selections from novels about problem drinking that describe one of the safety hazards of alcohol misuse, accidental fires.

Jackson, Charles: *The Lost Weekend*, p. 217. An account by an alcoholic of the dangers he runs of setting himself on fire with his cigarettes after drinking excessively. Average reading.

Steinbeck, John: *Tortilla Flat*, pp. 31-36. An account of how a group of drunks allows a candle to burn down their shack. Average reading.

Class discussion follows on other situations in which irresponsible drinking can cause fire hazards.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a written individual research report.
- Students can also read about a similar nonfiction episode in William A. Nolan, *The Making of a Surgeon* (Pocket Books), pp. 213-214.
- Activity #11 also deals with household accidents.

EVALUATION METHODS:

- Students write their own fictional story of how alcohol misuse resulted in a fire. Each student reads one other student's story and critiques it for realism.

REFERENCE #: 1
ACTIVITY #: 13
CONTENT REFERENCE: 245-256
TOPIC: Safety: general
CLASS TIME: 1-1½ periods
METHOD: Reading

CORE ACTIVITY:

Students read different descriptions of the relationship between alcohol use and traffic safety and compare findings.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing.

OTHER:

ACTIVITY:

Students are assigned to read and take notes on different readings on traffic safety listed in the Bibliography, #'s 82-91. Students are told in advance of the purpose of the assignment and of what to be looking for, such as:

- the relation between the amount of alcohol consumed and traffic safety
- the type of individuals who often drink and then drive
- the role of alcohol in pedestrian accidents
- the unique risks of driving after drinking for teenagers.

Upon completion of the reading, students break into small groups in which no two students, if possible, have read the same assignment. Groups are given written instructions to:

Compare what your different accounts say is the relation between alcohol use and traffic safety.

(1) If your accounts disagree, discuss which one(s), if any, you will choose to believe and why. Write down your choice(s) and reasons for it (them).

(2) If your accounts agree, write down what their basic points of agreement are as to:

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Similar readings can be assigned on other kinds of alcohol safety problems such as household accidents.

EVALUATION METHODS:

- Students write a fictional "autobiography" of someone who drinks and then drives, noting the dangers he risks. Students exchange stories and critique them for realism.
- Students create collages illustrating effects of alcohol abuse on traffic safety. Each student interprets one other student's collage. To the satisfaction of the artist and the teacher.
- Students respond to teacher's written and/or oral questions on alcohol and traffic safety.

ACTIVITY (CONT'D):

(a) the number of accidents and fatalities that occur daily involving drivers who were legally drunk;
(b) why alcohol abuse can affect driving ability;
(c) whether there are unique risks of driving after drinking for teenagers;
(d) what the solutions are for drinking-driving problems. (½-1 class)

Groups report conclusions to class and respond to questions and comments from class and teacher. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

ACTIVITY #: 14
TOPIC: Safety: general
METHOD: Writing and Discussion

CORE ACTIVITY:

Students discuss relationships between alcohol and bicycles and relate bicycle riding to automobile driving.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, describing, analyzing.

OTHER: This Activity is particularly useful for students who do not yet seem concerned about alcohol and driving issues.

ACTIVITY:

Students write a story, fictional or true, of any event that connects bicycling with alcohol abuse. The teacher furnishes one example. (E.g., a bicyclist runs over glass from a discarded whisky bottle and gets a flat tire or falls and cuts himself.)

Upon completion, the teacher reads the stories and makes a list on the blackboard of ways in which bike riding and alcohol abuse can be related. He then goes down the list asking students to indicate ways in which automobile driving might be affected by alcohol abuse just as bicycle riding might be.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write a story in which an airplane pilot or passenger is involved with alcohol abuse. Each student reads one other student's story and writes his opinion of whether the same situation could apply to an automobile driver or passenger. To the satisfaction of the student who wrote the original paper and the teacher.
- Students respond to teacher's written and/or oral questions on alcohol and traffic safety.

REFERENCE #: 1
CONTENT REFERENCE: 245-258
CLASS TIME: ½-1 period

ACTIVITY #: 15
TOPIC: Safety; general
METHOD: Writing

CORE ACTIVITY:

Students take written quiz or test on alcohol and alcohol safety.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, evaluating.

OTHER: This Activity should be supplemented by other types of evaluations. This Activity can be useful as either a pre- or post-test. Sample test questions for alcohol safety laws and for interpersonal alcohol safety situations are in Activity #37 and #27.

ACTIVITY:

Students write answers to written essay, short-answer and multiple choice questions on alcohol safety laws. Sample questions appear on the following pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation exercises on alcohol and alcohol safety. Answers or source for answers are in parentheses. Correct answers to multiple choice questions are underlined.

A. Essay Questions

1. What methods would you advocate for reducing drinking-driving accidents? Why do you feel they would work? Would they violate citizens' rights to freedom from unreasonable searches or cruel punishments? (Content Literature pp. 246-247, 252-255)

2. What specific effects might alcohol have on a driver's ability? Why would alcohol have these effects? (Content Literature pp. 182-184, 247-250)

3. Who should be responsible for assuring traffic safety -- the government, the driver, the automobile industry, or some combination of these? What specifically should they be responsible for doing? (Content Literature pp. 252-255)

4. What other dangers, besides driving dangers, is a person who has drunk too much exposed to? Why? (Content Literature pp. 257-258)

5. Have you actually used anything that you learned in this course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

B. Short-Answer Questions

1. What is "blood alcohol concentration (level)? (percentage of alcohol in a person's blood stream)

2. Write a short account of the behavior of a driver leaving a party and driving home after having become drunk. Be specific about how he behaves. Use your imagination but be realistic. (Content Liberature pp. 182-184, 247-250)

3. Write a list of things you did at home last week that could have been dangerous if you had been "high" or drunk. Why would they have been dangerous? (Content Literature pp. 182-184, 257-258)

4. Approximately how many people are killed every day in all types of traffic accidents? In how many of these fatalities do social drinkers who have been drinking, problem drinkers and people who are sober play a part?
(150 a day; one out of six are social drinkers; 2 out of six are problem drinkers; 3 out of six are sober)

5. Why are teenagers especially vulnerable to drinking and driving accidents?
(new, complicated skill; less alcohol experience; weigh less than adults)

C. Multiple Choice Questions

1. Blood alcohol concentration (level) can be determined by all of the following except:
(a) temperature (b) blood (c) saliva (d) breath (e) urine

2. The most commonly used type of chemical test for blood alcohol level uses a sample of:
(a) blood (b) saliva (c) breath (d) urine (e) none of the above

3. Which of the following least affects blood alcohol level:
(a) stomach content (b) weight (c) drinking experience
(d) time elapsed

4. Studies suggest that driving performance may be impaired when blood alcohol concentrations are as low as:
(a) 0.01 per cent (b) 0.04 per cent (c) 0.07 per cent
(d) 0.10 per cent

5. If a driver involved in a highway collision has a blood alcohol concentration of 0.07 per cent:
(a) alcohol was a contributing factor
(b) alcohol was not a contributing factor
(c) alcohol may or may not have been a contributing factor
(d) the driver was legally under the influence of alcohol

6. Which of the following best describes the effects of alcohol on driver performance?
(a) blurs vision (b) reduces hearing ability (c) increases attention span (d) reduces ability to react quickly

7. When a non-drinking driver is compared with a drinking driver who has a .05 percent blood alcohol level, how much more likely is it that the drinking driver will become involved in a traffic accident?
(a) no difference (b) 10 times greater (c) 25 times greater (c) no one knows

8. On the basis of present-day knowledge, the greatest single driver related cause of fatal highway collisions is:
(a) emotional upsets (b) inattention (c) fatigue
(d) alcohol

9. What percentage of fatal traffic accidents involve alcohol use?
(a) 1% (b) 10% (c) 50% (d) nearly all (e) no one knows

10. Of all alcohol-related fatal car accidents:
(a) 2/3 involve problem drinkers (b) most involve social drinkers who had one too many (c) 1/3 involve people who had only a little to drink (d) no one knows what kind of drinkers are involved.

11. Every day in the United States an average of approximately how many people are killed in car accidents in which alcohol was involved?
(a) 3 (b) 10 (c) 75 (d) 200 (e) no one knows

12. Police know that 2/3 of the alcohol-related traffic fatalities are caused by problem drinkers because of all of the following except:
(a) their very high blood alcohol levels (b) their previous record of offenses (c) their record of alcohol problems (d) their very high speed rate just before the accident

13. The social drinker-driver is dangerous because:
(a) of sheer numbers (b) they are not easy to spot and defend against (c) they fail to recognize their limitations (d) all of these

14. Problem drinkers who drive usually have:
(a) serious health problems (b) other personal problems
(c) low intelligence (d) a record as law-abiding citizens

15. Which of the following is most affected by heavy drinking?
(a) brake reaction time (b) color perception (c) the reasoning process (d) distance judgement

16. Excessive drinking may have which of the following dangerous effects on a driver:
(a) overconfidence (b) risk taking desires (c) decreased judgement (d) increased reaction time (e) lack of concentration (f) c and f (g) c, f and g (h) all of the above

17. Since we know that 2/3 of all alcohol-related traffic fatalities are associated with problem drinkers,
(a) we should ignore social drinkers who drink and then drive (b) problem drinkers should be a major focus of efforts to reduce drinking-driving accidents (c) drivers should feel free to have a couple of drinks before driving (d) all of the above.

18. Teenagers are more likely to have difficulty driving safely after drinking because of all of the following except:
(a) driving is a new and complicated skill for them (b) they have had less experience with alcohol's effects
(c) they often weigh less than adults (d) they spend more time driving than adults do.

19. In regard to current anti-drinking-driving efforts by government and other agencies, the public:
(a) demands an effective program (b) exhibits an attitude of tolerance toward drinking drivers (c) wants harsh penalties for guilty offenders (d) ridicules existing attempts to cope with the problem.

20. Alcohol use is associated with a significant number of which of the following:
(a) pedestrian accidents (b) private airplane accidents
(c) household accidents (d) all of the above

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ¼-½ period

ACTIVITY #: 16
TOPIC: Safety: general
METHOD: Writing

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward alcohol-safety issues.

OBJECTIVE:

Activity is designed to reveal student attitudes toward alcohol-safety issues.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post test to evaluate before a course what attitudes need changing and/or whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward alcohol-safety issues. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings. Students should be told that there are no right or wrong answers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample questions to evaluate student attitudes toward alcohol-safety issues. Answers may reflect concern, unconcern, risk-taking, or a drinking-has-nothing-to-do-with-safety attitude.

A. Short Answer Question:

1. Respond to the following letter:

   Dear Abby,

   My best friend has been drinking heavily and then driving his car. What, if anything, should I do? (concern, unconcern)

B. Agree-Unsure-Disagree:

1. People should never drive after any drinking.
2. It is sometimes fun to see how well you can drive after drinking.
3. People who get into accidents after drinking should be punished.
4. If someone wants to drive after drinking, that's his business.
5. It is all right to drive as long as you are only a little "high" after drinking.
6. Since the odds are pretty small you'll get into an accident when you're a little high, it's all right to drive home.
7. Since the odds are relatively small you'll get into an accident or caught if you drive when drunk, it's all right to drive home.
8. Most people can actually drink quite a bit (3-5 drinks) and still drive just as safely.
9. A drink or two helps people to drive better because it relaxes them.
10. If your best friend is about to drive when he's drunk, that's his business.
11. Half the people involved in accidents have been drinking.
12. Fifty to a hundred people are killed every day in accidents in which one driver has been drinking.
13. Teenagers run greater risks drinking and then driving than adults do.
14. The only serious accidents people get into as a result of drinking too much are car accidents.
15. Laws against drinking and driving should be strict and enforced.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 17
TOPIC: Safety: interpersonal
METHOD: Discussion

CORE ACTIVITY:

Students discuss best course of action to take if they are about to ride with a driver who has been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making.

OTHER: Students need to have already studied effects of drinking on driving.

ACTIVITY:

Students write brief (½-1 page) response to one or more scenarios in which a driver who has been drinking excessively offers them a ride. Sample scenarios are on the next page.

The following class, students break into small groups and are given written instructions to discuss:

- What they would do, how, and why
- What they should do, how, and why
- How any discrepancy between what students would and should do can be resolved.

Each group reports its conclusions to class and responds to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or written homework assignment.

EVALUATION METHODS:

- Students role play or write the dialogue to these or to new scenarios in which individuals are offered rides by drivers who have been drinking excessively.
- Students write a "Handbook for Passengers" on how to respond to drivers who have been drinking excessively who offer them rides.

SAMPLE SCENARIOS

You are just finishing up hockey practice and your brother has come to pick you up. He hates this task and you know it, but the rink is several miles from home. A taxi would be expensive and your father is working and your mother taking care of your brothers and sisters. This time your brother is roaring drunk but insists he's able to drive OK. You have about 25 cents on you. Bus fare to your home is 55 cents. What will you do? What should you do? Why?

You and four friends have been drinking in the park. Three of them start walking home, but the one who owns the only car and is really drunk stays to drink a little longer with you. You live a good four miles away and there is no public transportation. You know your friend will insist he drive you home. You have about $5.00 on you. It is 2 a.m. What will you do? What should you do? Why?

You baby-sat tonight with three children while their parents went to a party. You need every cent of the money for new school clothes, so you don't want to take a cab. The lady, who is your mother's best friend, offers to drive you home. But she is so drunk she had trouble getting in the house at 2 a.m. What will you do? What should you do? Why?

New scenarios can be created by varying:

- the amount drunk by the driver
- the relationship between the driver and the rider.
- the amount of money the potential rider has, the distance to his home, and the availability of other forms of transportation.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 18
TOPIC: Safety: interpersonal
METHOD: Discussion

CORE ACTIVITY:

Students discuss best course(s) of action to take if a friend or relative is about to ride with a driver who has been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, influencing, decision-making.

OTHER: Students need to have studied the consequences of drinking on driving.

ACTIVITY:

Students write briefly (½-1 page) what they would do and what they should do in one or more situations in which a friend or relative is about to ride with a driver who has been drinking excessively. See next page for sample scenarios.

The following class, students break into small groups and are given written instructions to discuss:

- What they would do, how, and why
- What they should do, how, and why
- How any discrepancy between what students would and should do can be resolved.

Each group reports its conclusions to class and responds to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or written homework assignment.
- Students can role play the scenarios.

EVALUATION METHODS:

- Students role play or write the dialogue to these scenarios or to others that they create.
- Students rejoin their groups and write a "Police Handbook for Drivers and Passengers" on how a citizen should handle these kinds of problems.

SAMPLE SCENARIOS

Your father has been drinking heavily and is about to drive your mother to do some grocery shopping. It is 9 p.m. and the roads are still icy from the previous day's snowstorm. She has no license and there is no food in the refrigerator. What, if anything, *would* you do? Why? What, if anything *should* you do? (or: what would you *want* to do?) Why?

You are at a party and your best friend has just accepted a ride home from another friend who is drunk. No one else lives near him except a boy he hates for having stolen his girlfriend last year. You have no license and no money and you know your friend doesn't have much money. He lives 2½ miles away. It is a cold winter night, around 11:30 p.m. What, if anything, *would* you do? Why? What, if anything, *should* you do? Why?

Your 17-year-old sister has a date with her boyfriend. You just let him in the door and he's obviously drunk since he knocked over a lamp trying to sit down and has talked only nonsense. You go upstairs and tell your sister he's drunk and she tells you to mind your own business. You know they are going in his car to a party way on the other side of town. Your parents are next door with friends. What, if anything *would* you do? Why? What, if anything, *should* you do? Why?

You are hitch-hiking to school because you are already late for first period. A nice-looking, middle-aged lady in a station wagon offers you a ride, so you get in. You are sitting next to her in the front seat, and you can smell whiskey on her breath. In the back are her two small children and a dog. What *would* you do? Why? What *should* you do? Why?

Scenarios can be altered by varying such factors as:

- how drunk the driver is
- the relationships between the three people involved
- how badly the passenger needs the ride

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 19
TOPIC: Safety: interpersonal
METHOD: Discussion

CORE ACTIVITY:

Students discuss and evaluate alternate courses of action to take if they are riding with a driver who has been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making.

OTHER: Students need to have already studied the effects of drinking on driving.

ACTIVITY:

Students write brief (½-1 page) response to one or more scenarios in which they imagine themselves as passengers in a car driven by a driver who has been drinking excessively. See Activity #21 for sample scenarios.

The following class, students break into small groups and are given instructions to discuss:

- ways of knowing how incapable the driver is of safe driving
- the best course(s) of action for passengers to take in each scenario and why
- whether passengers are actually likely to take such actions and why
- if passengers are not likely to take such action, ways they can be encouraged to do so.

Groups report conclusions to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.

EVALUATION METHODS:

- Students role play or write the dialogue to new scenarios involving passengers in cars driven by drivers who have been drinking excessively.
- Students write section to a "Handbook for Passengers" on how to detect whether a driver has drunk too much to drive safely and how to respond.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 20
TOPIC: Safety; interpersonal
METHOD: Discussion

CORE ACTIVITY:

Students discuss what they would do if they, as parents, found their son or daughter driving when drunk or riding with a drunk driver.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate parental responses to their children's drinking and driving in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, evaluating, decision-making.

OTHER: Students need to have already studied the effects of drinking on driving.

ACTIVITY:

Students write brief response to one or more scenarios in which they are parents who have found their children in drinking and driving situations. See next page for sample scenarios.

The following class, students break into small groups and are given written instructions to discuss the best course of action the parents could take in each situation and why.

Groups report conclusions to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Activity # 151 is a good follow-up Activity that solicits parents' responses to the scenarios.

EVALUATION METHODS:

- Students role play or write the dialogue to these scenarios or to others that they create.
- Students rejoin their groups and write a "Handbook for Parents" on how to handle these kinds of problems. Parents are given copies to critique or are invited to class to discuss the "Handbooks."

SAMPLE SCENARIOS

You are the parent of a son your present age. He has just pulled into the driveway after having gone to a drive-in three miles away with his friends. He comes into the house obviously drunk. The car is his car -- he paid for it working summers. What, if anything, do you do? Why?

You are the parent of a daughter your present age. She has just been driven home from a party by her friends. You happen to be taking out the garbage before going to bed, so you notice how poorly the car is being driven. When it stops you walk over and see the driver is pretty drunk. What, if anything, do you do? Why?

You are the parent of a son your present age. The police have just called you telling you that he was riding with two friends in your oldest son's car. Your oldest (18) son was driving it while legally drunk and the police arrested him. The police tell you to come pick up both your sons. What, if anything, will you do with each? Why?

You are the parent of a daughter your present age. She has been out babysitting for your best friend till 2 a.m. Your friend just drove her home. You saw the car come weaving down the street and turn into your driveway, running over some shrubbery. You know your friend likes to drink heavily at parties. What, if anything, do you do or say? Why?

Scenarios can be altered by varying such factors as:

- how drunk the driver is
- whether it is a son or daughter who is driving or riding.
- the relationships between the participants
- the number of times the son or daughter has been caught before.

REFERENCE #: 1 **ACTIVITY #:** 21

CONTENT REFERENCE: 214-216 **TOPIC:** Safety: interpersonal

CLASS TIME: 1 period **METHOD:** Drama: role play

CORE ACTIVITY:

Students role play situation in which they are passengers in a car driven by a driver who has been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, empathizing.

OTHER: Students need to have already studied alcohol's effects on driving.

ACTIVITY:

Students role play scenarios of passengers being driven by drivers who have been drinking. Sample role profiles are on the next page. Students can write and role play their own scenarios, too. Chairs can be set up to represent a car.

Upon completion of each role play, "driver" and "passengers" read their role profiles aloud and discuss what feelings they had as they role played. Non-participants discuss what they would have done had they been involved. Teacher adds own comments.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Class can invite adults in to play one or both of the parts.

EVALUATION METHODS:

- Students write section of a "Passenger Instruction Manual" that gives "Instructions on how to cope with a driver who has been drinking."
- Students write response to a letter to "Dear Abby" inquiring about what to do when the writer is being driven by a drunk driver.

SAMPLE ROLE PROFILES

Driver

You're driving home from a party, giving your best friend a lift home first. You simply don't believe you're drunk even though you had a lot to drink at the party. You feel perfectly capable of driving and it would take a lot to get you to change your mind.

Passenger

You're getting a ride home with your best friend after a party at which he (she) had a lot to drink and you had very little because you're just getting over mono. Your friend is bombed out of his (her) mind. He (she) keeps driving in the left lane and has already run two red lights. It's another twelve miles to your home along the freeway.

Driver

You're driving your steady date home from a party where you had a lot to drink and there's another couple talking in the back seat that you're taking home, too. Your date is sitting next to you and you're not about to let her or the guy in the back seat know you can't hold your liquor, even though you know deep down you're in no shape to be driving, because you've stalled the engine once and run through at least one red light.

Passenger

You are getting a ride home with a friend. His date is with him in the front seat and you're with yours in the back. You'd like to be concentrating on impressing your date, but your friend is pretty drunk. Every few minutes he does something weird like running through two red lights and stopping at one green light. He's stalled the engine once and tried to comb his hair in the rear-view mirror while driving 50 mph. It's 8 more miles to your girl's home.

Driver

You know you already had a little too much to drink at Joe's as you drive the gang over to the High School dance. You don't want to stop driving because you desperately want to show off your new second-hand Corvette at the dance. On the other hand, you don't want to damage it in an accident or lose your license to operate it. If you can find a good excuse, you are willing to pull over, lock the car and hitch, but no one is going to replace you at the wheel of your "Vet".

SAMPLE ROLE PROFILES

Passenger

You are riding with the gang to the High School Dance but your friend who is driving has already had too much to drink at Joe's. She (he) talks like she's (he's) sober but she's (he's) going 75 mph in a 30 mph zone. It's six more miles in traffic to the dance and you'd like to get there in one piece, and not be delayed by an arrest, because this dance is your first big chance to meet the cute football player (cheerleader) in Mr. Johnson's homeroom.

Role profiles can be altered by varying:

- sex of driver and passengers
- number of passengers
- relationship of driver and passengers to each other
- amount driver and passengers have had to drink
- distance to destination.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 22
TOPIC: Safety: interpersonal
METHOD: Drama: role play

CORE ACTIVITY:

Students role play situation in which a friend who has been drinking excessively is about to drive.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.

OTHER: Students need to have already studied alcohol's effects on driving. Activity is good evaluation of learnings about alcohol and traffic safety.

ACTIVITY:

Students role play confrontation between friends, one of whom has been drinking excessively and is about to drive. Sample scenarios may be found on the next page.

At the end of each role play, participants read their role profiles to the class and discuss the feelings they experienced while acting. Other students discuss how they might have responded to the situation. Teacher adds own comments.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students create situation in story-form in which a person who has been drinking excessively is about to drive, but is confronted by a friend. However, students do not conclude the story, but rather stop at the point where the friend has the opportunity to intervene. Then, students exchange stories and write two "endings" to one other student's story, describing how it would probably end and how it should end.

SAMPLE ROLE PROFILES

Friend

Your best friend is pretty drunk and is ready to drive his girl home. You feel he's in no condition to drive and even if he doesn't hurt himself, his girl or someone else, he's liable to get arrested and lose his license. But you know you're going to have a tough time convincing him not to drive when he's with his girl. She'd like him not to drive, but is afraid to say so. In addition, he has no money to take a taxi and there are no buses around the neighborhood.

His girlfriend

Your boyfriend at this party has been drinking quite a bit, something he usually doesn't do. You've kidded him about it, trying to get him to slow down, but he won't take the hint. Now he's ready to drive you home and you'd rather he didn't drive but you're afraid to tell him not to.

Drinking driver

You are with your girlfriend at a party and have had quite a bit to drink, but you're not about to admit to her that you're too drunk to drive her home -- that you can't hold your liquor. Besides, she lives only four miles away and the roads should be pretty empty at 2 a.m.

Friend

You and four friends have been drinking in the park. Three of them start walking home, but the one who owns the car and is really drunk stays to drink a little longer with you. He's (she's) going to insist on driving you home because he (she) won't admit he (she) can't hold his liquor and, anyway, he (she) seems to get his (her) kicks out of doing risky things. You know that if you refuse to go with him (her) he'll (she'll) still try to drive home. Now that it's 2 a.m. he (she) starts to stagger up to leave.

Drinking driver

You've been drinking in the park with four friends. Three have started walking home and now you're almost ready to leave too and give the fourth one a ride home. You've had quite a bit to drink, but it's fun, you feel, to try and drive when you're drunk. You start to get up to go home, and you'll insist on giving your friend a lift -- it's more fun driving with someone when you're drunk. Your friend is usually a sissy and you want to help him (her) get over that.

SAMPLE ROLE PROFILES

New role profiles can be created by varying:

- the amount drunk by the driver
- the relationship between the driver and the friend
- the reasons the driver wants to drive
- the extent to which the driver knows he is incapacitated
- the amount of money the driver has, the distance to his home, and the availability of other forms of transportation.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 23
TOPIC: Safety: interpersonal
METHOD: Drama: role play

CORE ACTIVITY:

Students role play situation in which a peer has been driving after drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Decision-making, feeling responsible, influencing.

OTHER: Students need to have already studied alcohol's effects on driving.

ACTIVITY:

Students role play scenarios in which a peer has been driving after drinking to excess. See next page for sample role profiles.

At the end of each role play, participants read their role profiles to the class and discuss the feelings they experienced while acting. Other students discuss how they might have responded to the situation. Teacher adds own comments.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write section of an "Instruction Manual for Drivers" on "What to do with someone who drives after excessive drinking."

SAMPLE ROLE PROFILES

Friend

Your brother, (he's 17, two years older than you), has been going out drinking with his friends and then driving the 20 miles back home. You don't think he's been in an accident but you've seen him come home sometimes and stagger into bed, and you can smell the beer. You want to do something because you're worried about him and because if he gets into an accident your parents won't let you get a car because they'll say you'll only get into trouble too. He's just come home early for dinner and you've decided to talk to him.

Drinker-Driver

You have been going out lately with a group of friends and drinking heavily and then driving the 17 miles from their houses home late at night. You have not yet been in an accident but you have had two close calls. You feel like trying to stop this practice of drinking and then driving but you don't see how you can ask your friends to drive 17 miles out of their way to take you home, let alone pick you up. You have just come home early for dinner and your brother is there. He's 15.

Friend

Your boyfriend has been frequently going out drinking with his friends and then driving home. He doesn't seem to see anything dangerous about it and he's a good kid in every other way. Last night his sister told you he was really drunk when he drove home the night before. His parents are always asleep when he gets in. You want him to stop. You're having a dairy freeze with him and feel it's a good time to bring it up.

Drinker-Driver

A couple of nights a week after work you go drinking with the guys or drink and play cards or bowl. You drive home afterwards, but you've only had maybe 4-6 beers in 2½ hours and you don't feel very drunk, just really good. A couple of nights ago you had a little too much and your sister was up when you stumbled into bed -- but you got home safely enough! You're having a dairy freeze with your girl right now. You know she is pretty friendly with your sister and sometimes they talk about you. You are a little concerned that your girl found out about the other night. She doesn't like your driving after drinking so much.

New role profiles can be created by varying:
- how much the driver has had to drink
- the relationship between the participants
- the reasons why the driver has been drinking and the alternatives available to him in terms of drinking less and rides.
- how often the driver drives when drunk.

REFERENCE #: 1

CONTENT REFERENCE: 214-216

CLASS TIME: 1 period

ACTIVITY #: 24

TOPIC: Safety: interpersonal

METHOD: Drama: role play

CORE ACTIVITY:

Students role play situations in which they, as parents, discover their son or daughter driving after drinking excessively or riding with a driver who has been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate parental responses to their children's drinking and driving in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.

OTHER: Students need to have already studied alcohol's effects on driving.

ACTIVITY:

Students role play one or more scenarios in which one parent or both find a son or daughter driving after drinking excessively or riding with an impaired driver. Sample role profiles are on the next page.

At the end of each role play, participants read their role profiles to the class and discuss the feelings they experienced while acting. Other students discuss how they might have responded to the situation. Teacher adds own comments.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can invite parents to class to observe and comment on the role plays or to participate in them.

EVALUATION METHODS:

- Students write section of an "Instruction Manual for Parents of Teenagers" (IMPT). The section is called, "Ways of coping with teenagers who drink excessively and drive."

SAMPLE ROLE PROFILES

Parent

You are the parent of a son (daughter) you present age. He (she) has just pulled into the driveway after having gone to a drive-in three miles away with his friends. He (she) comes into the house obviously drunk. The car is his car -- he paid for it working summers. This is the first time you have caught him (her) doing something like this. What will you say?

Son or daughter

You have spent the evening at a drive-in three miles away with your date and another couple. You had four or five beers and feel pretty high, but you know how to handle the car you worked two long summers to buy. You've taken everyone home safely (though you remember running one light and doing a lot of laughing) and parked the car in front of the house. You enter and your parents are there.

Parent

You are the parent of a daughter your present age. She has just been driven home from a party by her friends. You happen to be taking out the garbage before going to bed, so you notice how poorly the car is being driven. When it stops, you walk over and see the driver is pretty drunk by the way he is carrying on and smells. What will you say to the driver and to your daughter?

Son or daughter

You spent the evening at a party celebrating the team's victory over its arch rival. Some of the guys and one or two of the girls got pretty drunk, but you had only ½ a beer. The only way you found you could get a ride home was with one of the drunk guys, but you figure the other two passengers and you could help keep an eye out for traffic. Besides, you felt you couldn't have called home for a ride because your folks might have seen how wild the party was. You're just stepping out of the car at home when you see your father (mother) coming over to the car.

Parent

You are the parents of a son your present age. The police have just called you telling you that he was riding with two friends in your oldest son's car. Your oldest (18) son was driving it while legally drunk and the police arrested him. The police tell you to come pick both your sons. You've just entered the police station and been brought to your sons. What will you say?

SAMPLE ROLE PROFILES

Younger brother

Your older brother and you and two other friends went to play in an evening softball game, but your older brother began to booze it up with four or five beers. When the game was over (he had quit in the third inning) he drove the three of you home, but was stopped by the police on the way for speeding through a red light. The police take all of you to the station and call your parents. They've just met you at the station.

Older brother

You drove your younger brother and two of your friends to an evening softball game. Someone had brought some beer and it tasted good in the hot evening. You quit playing after the 4th inning because it was a lousy game (you struck out twice) and had a few more beers. You were feeling great as you drove the guys home but didn't notice the red light the cop said you went through after they flagged you down. Now, at the police station, your parents have just come in to take you home on bail. You were charged with DWI -- driving while intoxicated.

New role profiles can be created by varying:

- how drunk the driver is
- whether it is a son or daughter who is driving or riding
- the relationships between the participants and the number of participants.
- the number of times the son or daughter has been caught before.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period, plus OCT

ACTIVITY #: 25
TOPIC: Safety: interpersonal
METHOD: Reading and Discussion

CORE ACTIVITY:

Students read and discuss two fictional accounts of alcohol-traffic safety situations.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating, influencing.

OTHER: Activity is a good evaluation of learnings about interpersonal alcohol safety situations. It is also a good introductory Activity for a unit on interpersonal alcohol-safety situations.

ACTIVITY:

Students read one or both of the following fictional accounts of alcohol and safety situations:

Faulkner, William: Sartoris, pp. 109-131. The protagonist gets drunk, rides a horse, is thrown and injured, gets drunk again and goes driving. Very mature reading.

Wolfe, Thomas: Of Time and the River, pp. 275-304. The protagonist goes drinking and driving. Mature reading.

After completing reading, class breaks into small groups and is given written instructions to discuss:

- what each of the sober characters should have done in response to the protagonist's behavior and why.
- why these characters probably did not do what students feel they should have done. (½ class)

Groups report conclusions to class and respond to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or an individual written research report.
- The teacher can assign each selection but omit the endings. Each student then writes his own ending himself. Students exchange endings and discuss them.

EVALUATION METHODS:

- Students write their own fictional stories that illustrate a drinking and safety situation. Each student reads and critiques one other student's story.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: ½-1 period

ACTIVITY #: 26
TOPIC: Safety: interpersonal
METHOD: Writing

CORE ACTIVITY:

Students complete unfinished stories by writing in the omitted part and thereby resolving an interpersonal dilemma.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, influencing, evaluating.

OTHER: Activity is a good evaluation of learnings about interpersonal parental situations involving alcohol.

ACTIVITY:

Students are given unfinished stories that lack beginnings, middles or endings and write the missing part(s). Sample stories appear on the following pages. Students should be told that there are no "right" or "wrong" completions. They are to fill in the missing part(s) as they wish, making sure, however, to be as realistic as possible. This does not mean always writing what would most likely have happened but what certainly could have happened.

Upon completion, class breaks down into small groups and is given written instructions to:

1. Read each others' stories.
2. Compare your endings, beginnings or middles and explain to each other why you wrote what you did.
3. Discuss and record what each section should have been if your only reason in writing it were to show the best way to handle the problem.

Groups report conclusions to class and respond to questions and comments from class and teacher. (½-1 period).

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Writing can be done as homework or in class.
- Discussion portion can be a class discussion.
- Students can write the stories and leave appropriate sections missing for other students to fill in.

EVALUATION METHODS:

- Each student writes a story and omits a section. Each student completes one other student's story. To the satisfaction of the two students involved and the teacher.

1. This is the beginning of a story. Write how it ends.

Amy Knight and Judy Becker were at a party to celebrate the final game of the football season. The party was held at Jim's house, since he was captain of the team and his parents were away for the weekend.

Everyone had a great time. Most of the players and quite a few of the girls were drinking beer and someone had brought a bottle of vodka that some of the guys were drinking, too.

Shortly after midnight, Amy and Judy felt they better be going home or their parents would be angry at their staying out so late. The two girls had been given a ride over by another girlfriend but she had left the party over an hour ago. Amy and Judy lived way over on the other side of town and they suddenly realized that the only two people left at the party who had cars and lived near them were Ralph and Rich. The girls went up to Ralph, but he was so drunk he was staggering over to the icebox for another beer. So they went over to Rich and asked him if he planned to leave soon and would he give them a ride home. He said, "Sure, in fact I was just about to leave. The party's dead now. Let me find my coat from under the pile and we can take off."

As he talked, both Amy and Judy realized he was very drunk. Rich called from the door, where he'd found his coat, "Let's go! We're taking off!" Judy began her answer "Gee, thanks, Rich, but I don't know if...."

"What's the matter? Are you crazy?" hissed Amy. "How else are we going to get home? My parents will kill me if we don't get home now."

"But Amy," pleaded Judy, "he's plastered. He couldn't drive on the right side of the road if he were a train conductor."

2. This is the middle to a story. What has already happened? And how will it end?

"Hey, Dad. Is that you? Yeah, it's me, Jim. Where am I? Well, it's hard to ex-- well, I'm, uh, I'm calling from the police station. Dad? Listen, quiet down a minute and I'll tell you. I did just like you said. I didn't drive because I had a couple of drinks, so Bill -- he -- well, Listen! I'm telling you. No, I'm not hurt. The car? Well, it's O.K. well, almost O.K."

"I gotta hang up now. Dad, I think you'd better get down here. It's kind of a mess. Yeah, I'll be here. You bet I'll be here."

Jim hung up and turned to his friends.

"Boy! Is he steaming! And I did just what he told me, too."

3. This is the end to a story. Write the beginning. Decide whether the characters are boys or girls.

"I don't care if you crash into a ten ton truck at 99 miles an hour. I give up on you. If what I said and did isn't enough to get you to stop driving when it's plain you're too drunk to see straight, then this is the only thing left I can do."

4. This is the beginning of a story. Write how it ends.

Susan didn't particularly like to babysit, but her family didn't have that much money so if she wanted to have any money to buy the things she wanted -- 45 lp's, clothing, etc. -- she had to work for it. At least while she was babysitting she could talk to her friends on the phone, watch TV or get her homework out of the way.

Sue had been babysitting for a number of people, but mostly for the Smith's, who had been very nice to her. They mentioned one night that they had friends who wanted a babysitter and would she like to sit for their kids too, if Sue wouldn't mind going to Littleton which was eleven miles away. Susan was glad to have the opportunity to make some more money, especially since Friday night, the night this other couple needed her, her boyfriend was going to be busy playing night baseball anyway. She could get a lift over from her mother and the Smiths said the other couple would take her home.

So Sue babysat on Friday for this new couple -- Ralston was their name -- and all went well with their two quiet boys. The Ralston's came home at midnight, and while Mrs. Ralston went straight upstairs to go to bed, Mr. Ralston said, as had been agreed earlier, he would take Susan home. But Susan noticed that when he came in the door he was making silly comments to his wife about, "Too wild for you, was it? Not for me!" and he then tripped over the dinner table leg and yelled, "When are you gonna get rid of this old hunk of furniture your mother crammed down our throats, huh?" His eyes were bleary and, all in all, he seemed pretty drunk.

"Soon as I pay a quick visit to the Ralston Rest Room, I'll drive you home. Be right back."

REFERENCE #: 1
ACTIVITY #: 27
CONTENT REFERENCE: 214-216
TOPIC: Safety: interpersonal
CLASS TIME: ½-1 period
METHOD: Writing

CORE ACTIVITY:

Students take written quiz or test on interpersonal alcohol safety situations.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, evaluating.

OTHER: Sample test questions for alcohol and alcohol safety and alcohol laws are in Activity # 15 and #37. This Activity is useful as both a pre- and post-test.

ACTIVITY:

Students write answers to written essay question on interpersonal alcohol safety situations. Sample questions are:

1. Choose two of the following situations a teenager or adult might find himself in and:
   (a) list all the alternate courses of action he could take.
   (b) pick the best one(s) and explain why you chose it (them).
   - Your best friend is about to drive with a drunk driver. (See Activity # 22 for specific scenarios.)
   - You are about to drive with a drunk driver. (See Activity # 17 for specific scenarios.)
   - You are already riding with a drunk driver. (See Activity # 27 for specific scenarios.)
   - You have just caught your son drinking and then driving. (See Activity # 24 for specific scenarios.)
2. Have you actually used anything that you learned in this course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2 periods

TOPIC: Safety: laws
METHOD: Discussion

ACTIVITY #: 28

CORE ACTIVITY:

Students discuss and evaluate the drinking and driving laws in their state.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, influencing, getting involved.

OTHER: Students need to be already familiar with what the laws are. See Activity #35 and #36. Activity is a good evaluation of whether students have learned what the laws are.

ACTIVITY:

Students list the major drinking and driving laws and next to each one indicate what they feel the law should be. The following class students break into small groups and are given written instructions to:

1. Read each others' papers.
2. Discuss and record what each drinking and driving law should be and why.
3. Compose a letter to an appropriate state legislator asking if he agrees with your version of the law and whether he feels the law can be changed. (1½ classes)

Groups report conclusions and letters to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.

EVALUATION METHODS:

- Students are given a drinking and driving law from another country (e.g., Sweden) and write a critique of it.
- Students role play or write the dialogue to scenarios in which a reporter "interviews" a police chief or legislator about the utility of various drinking and driving laws.
- Students respond to teacher's written and/or oral questions on drinking and driving laws.

REFERENCE #: 5-1
CONTENT REFERENCE: 246-250, 182-184
CLASS TIME: 1-2 periods

TOPIC: Safety: laws
METHOD: Discussion

ACTIVITY #: 29a

CORE ACTIVITY:

Students discuss what a driver's blood alcohol concentration (BAC) should be in order for him to be considered legally drunk.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, Analyzing.

OTHER: Students need to have already studied what BAC is and how many drinks equal different percentages of blood alcohol concentration. It is better if students are not familiar with their state law prior to engaging in this Activity.

ACTIVITY:

Students are asked to respond briefly (½-1 page) to the following scenario:

> You have just been appointed the state's new Director of Public Safety. The Governor has asked you to recommend to him what BAC he should ask the legislature to include in his new drinking-driving law as evidence a driver was drunk. He also wants your arguments so he can convince the legislature to pass what you suggest. What will you tell him?

The following class, students break into small groups and are given written instructions to discuss and agree on what their recommendation will be.

Groups report their conclusions to class and respond to comments and questions from class and teacher. Teacher then indicates what the state law is and, if it is different from what some or most students feel it should be, raises for discussion the issue of why the state law is different. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or a small group debate.

EVALUATION METHODS:

- Students role play newspaper reporters "interviewing" the Governor on why he is urging the legislature to pass a law that makes .10% (or .08% or .15%) BAC presumptive of driving while drunk.
- Students write their legislators urging them to retain or alter the state's law on BAC.
- Students respond to teacher's written and/or oral questions on what the BAC presumptive of driving while intoxicated should be.

REFERENCE #: 1
CONTENT REFERENCE: 246-247, 254
CLASS TIME: 1 period

ACTIVITY #: 29b
TOPIC: Safety: laws
METHOD: Discussion

CORE ACTIVITY:

Students discuss whether breathalyzer test should be compulsory.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, influencing, decision-making.

OTHER:

ACTIVITY:

Students write brief position papers stating how they would react and why to one of the scenarios listed on the following page involving compulsory alcohol breath testing. The same number of students responds to each scenario.

The following class, students break into small groups and are given written instructions to:

1. Pretend you are the person described in the scenario.
2. Discuss and record the best course of action for each participant to take and why.
3. If two or more participants' best course of action conflict with each other, how, if at all, can you resolve this contradiction? (½ class)

Groups present conclusions to class and respond to comments and questions from class and teacher. Teacher may need to add to discussion by raising issue of: 'best' in terms of what? society? crime prevention? the individual? civil liberties? -- indicating that to select a 'best' course of action one must decide 'best' in terms of what. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be role played and then discussed; or it can be a class discussion or small group or class debate.
- Policemen can be invited to demonstrate breathalyzer to class or class can visit police station for demonstration and discussion.

EVALUATION METHODS:

- Students defend a position other than the one they originally advocated to the satisfaction of a student who originally did advocate that position and the teacher.
- The teacher asks written and/or oral questions about the issues involved in administering compulsory breath tests.

SAMPLE SCENARIOS

Driver

You are driving home with a friend. This morning his father died from cancer after a painful illness. Your friend has been drinking pretty heavily. He asked you to take a drive with him this evening and talk to him.

While your friend is driving, a woman is crossing an intersection and your friend, failing to see her, hits her. You didn't see her either because you were talking to your friend. He stops the car and you both get out. Someone from a nearby house calls the police. While you are helplessly standing around, trying to decide what to do, the police arrive and arrest you both.

At the police station, your friend and you are separated. The police begin to question you--"How much did your friend have to drink?" etc. You are pretty sober. As they ask you questions about your friend, you realize the police want to use your statements against your friend to convict him in court of manslaughter--unjustifiable, accidental homicide.

1. Do you answer the police's questions?
2. If so, why?
3. If not, why not?

Policeman

You are a local policeman who has just arrested two boys for the crime of manslaughter--unjustifiable but accidental homicide. The boys were driving in a car, the driver being quite drunk, and killed a woman pedestrian. You want badly to convict this youth because it is obvious to you that he is guilty and you want to prevent this kind of accident in the future. But you realize your best evidence in court would be a blood and/or a breath test without which you may not be able to prove your case. However, in your state you are not allowed to administer these tests unless you get the permission of the accused driver. This driver has refused to give you permission.

You feel you could probably do at least two things that would help you win the case in court: One is to try to persuade the driver that if he takes the test he will get a lighter sentence if found guilty. You might do this even though you know the sentence will actually be up to the presiding judge and you'd like to give him a stiff sentence anyway. Two, you can threaten the other boy who was in the car with prosecution for public drunkenness and being an accessory before the fact. If he cooperates by indicating that his friend was very drunk you can tell him that you won't prosecute him.

SAMPLE SCENARIOS

1. Do you try either or both of these two possible actions?
2. If you do, why?
3. If you don't, why not? If you try one but not the other, what are your reasons?

Legislator

You are a legislator in the state legislature. Before you there is a bill to allow police to administer breath and blood tests to drivers suspected of drunken driving. Three months ago your sister was killed by a driver you are sure was drunk. He was not convicted of manslaughter, however, because he refused to take the test and the only witness to the crime was his best friend who refused to testify on the grounds that it might incriminate him. The driver hired a superb lawyer and "beat the charge". He claimed he was not drunk and that the woman was dressed in black and ran out between two parked cars.

1. Do you vote for or against this bill?
2. If you vote for it, why?
3. If you vote against it, why?

Friend

Your father died of cancer yesterday morning. You were extremely upset and got drunk last night. You then went driving with a friend and hit and killed a woman pedestrian who was crossing the street. You were arrested at the scene of the accident by the police and taken to the police station. The police wanted to give you a breath test. You realize that without the evidence of this test the police may have a hard time in court proving you were drunk at the time and convicting you of manslaughter.

1. Do you let the police give you the breath test?
2. If so, why? If not, why not?

REFERENCE #: 1 ACTIVITY #: 30

CONTENT REFERENCE: NA TOPIC: Safety: laws

CLASS TIME: 1½ periods METHOD: Discussion

CORE ACTIVITY:

Students discuss what actions should be taken with people who commit alcohol-related driving offenses.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making.

OTHER: Students need to have already studied treatment methods for problem drinkers.

ACTIVITY:

Students write brief (½-1 page) response to the following scenario:

You have been appointed the new Director of Automobile Laws (DAL) with complete power to make any laws you want regarding the use of alcohol by drivers and pedestrians. What actions, including possible penalties or rehabilitation measures, will you prescribe for the following offenses:

- driving with open container of alcohol in car
- driving when drunk
- being about to drive when drunk, for example, walking toward the car with one's keys out
- driving when drunk and (a) killing a pedestrian; (b) getting into an accident with another car; (c) driving into a telephone pole
- being a drunk pedestrian and causing an accident by suddenly walking across the street in the middle of the block
- driving when drunk and killing one of your passengers.

The following class students break into small groups and are given written instructions to agree on what measures should be prescribed and why. (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Students can visit and evaluate license suspension classes for people whose licenses have been revoked.
- Activity #33 involves role plays of this issue.

EVALUATION METHODS:

- Students role play or write the dialogue to scenario in which "DAL" is being "interviewed" by: a mother whose child was killed by a drunk driver; a heavy social drinker; a teetotaler; etc.
- Students defend actions opposite to or different from those they originally advocated. To the satisfaction of a student who originally advocated that position and the teacher.

ACTIVITY (CONT'D):

Groups report conclusions to class and respond to questions and comments from class and teacher. Teacher now indicates actual laws and initiates discussion on relationship between students' chosen action and actual laws.

REFERENCE #: 1
CONTENT REFERENCE: 252-254
CLASS TIME: 1 period

ACTIVITY #: 31
TOPIC: Safety: laws
METHOD: Discussion

CORE ACTIVITY:

Students evaluate what action to take with a convicted drunk driver.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, feeling responsible, decision-making.

OTHER: Students need to have already studied alcoholism treatment and effects of drinking on driving.

ACTIVITY:

Students write brief responses to one or more scenarios in which students are told: "You are the judge in the following drinking and driving case. What action, if any, will you take?" Sample scenarios appear on the following page.

The following class, students break into small groups and are given written instructions to discuss the best course(s) of action for each scenario and why.

Groups report conclusions to class and respond to questions and comments from class and teacher. Teacher explains what actually would happen in court with each scenario and initiates discussion of whose actions are better for the driver and society, the court's or the students'.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Students can visit license suspension classes for drivers whose licenses have been revoked.
- Activity can be done with small groups as "juries."

EVALUATION METHODS:

- Students write their own scenarios. They then exchange scenarios. Each student then writes and defends what action(s) he would take if he were the judge in one other student's scenario. To the satisfaction of the student who wrote the scenario and the teacher.
- Students engage in Activity # 33, a role play of a similar scenario.

SAMPLE SCENARIOS

The convicted person is a 27-year-old single factory worker. He pleads guilty to driving while intoxicated. He has no previous record. He says he "had a little too much to drink" at a party and the police caught him driving on the wrong side of the street at 1:00 a.m.

The convicted person is a 27-year-old married man with four children. He pleads guilty to driving while intoxicated. This is his third arrest in six years for the same offense. He was drinking with friends in a bar, a policeman tells you, and was driving 65 mph in a 20 mph residential area at 11:00 p.m.

The convicted person is a 19-year-old debutante. She claims innocence but has been found guilty by a jury of driving while intoxicated and driving to endanger. She had been drinking at a bridge party and while driving home injured a boy playing in the street. She has no previous record.

The convicted person is a 47-year-old vice president of a large bank. He is married and has three children. Despite his plea of innocence, you have found him guilty of drunk and disorderly conduct. He had been drinking heavily in a bar after work and while going from the bar to his car caused a serious traffic accident. He failed to watch for traffic as he crossed a busy street from between two parked cars. He himself was uninjured.

New scenarios can be created by varying:

- the age, sex, marital and social status of the convicted person
- the nature of his offense.

REFERENCE #: 1
CONTENT REFERENCE: 257
CLASS TIME: 1 period

ACTIVITY #: 32
TOPIC: Safety: laws
METHOD: Discussion

CORE ACTIVITY:

Students discuss alcohol regulations for pilots and airplane passengers.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, influencing.
OTHER:

ACTIVITY:

Students write brief (½-1 page) response to following scenario: You are a new member of the Federal Aviation Administration (FAA), the Federal Agency that makes rules to govern the airline industry. As a new member you must write what rules, if any, you want about:

pilots' drinking before flying or while flying
stewardesses' drinking
passengers' drinking
drinking on private planes.

The following class, students break into small groups and are given written instructions to:

1. Assume you are all members of the FAA. You must discuss the position papers you wrote last class and agree on rules for airplane-related drinking. Start by reading each others' papers and then begin discussion on
   - ways in which driving a car and riding in a car are similar to plane flying
   - whether you would set the same rules for auto-related drinking as you did for plane-related drinking. (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Similar discussions can be held about rules for truck drivers and public transportation drivers and passengers.
- Activity can be a class discussion or written homework assignment.
- Students can write letters to airlines and/or CAB agreeing or disagreeing with or questioning their policies.

EVALUATION METHODS:

- Students role play or write the dialogue to scenario in which a reporter or consumer protectionist "interviews" an FAA member or pilot or stewardess about airline safety.
- Students respond to teacher's written and/or oral questions on airline alcohol regulations and their relationship to traffic safety laws.

ACTIVITY (CONT'D):

Groups report results to class and respond to questions and comments from class and teacher. Teacher explains existing regulations and class compares them to their regulations and tries to explain any discrepancies.

REFERENCE #: 1
CONTENT REFERENCE: 252-254
CLASS TIME: 1-2 periods

TOPIC: Safety: laws
METHOD: Drama: role play

ACTIVITY #: 33

CORE ACTIVITY:

Students role play a judge deciding the disposition for a person guilty of a drinking and driving violation.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, empathizing.

OTHER: Students need to have already studied treatment methods for problem drinkers. Activity is a good evaluation of learnings about alcohol- traffic safety issues.

ACTIVITY:

Three students play the roles of the three judges in a court "hearing" to determine the disposition for a person guilty of a drinking and driving violation. The teacher may need to explain to the class that a "disposition" is simply a judge's legal solution to a crime, ranging from dismissing the case, to rehabilitative measures to punitive measures.

Appropriate students are given role-play parts and instructions such as those found on the following page. Two students represent the prosecution lawyers, two the defense lawyers, three the judges, and one the violator. Class is told what the "offense" is. Offenses can be varied so that the role play can be replayed several times.

After each role play, participants discuss their feelings and non-participants indicate what they would have done had they been involved. When role plays are over, the teacher and class discuss what criteria were used for deciding on dispositions, such as whether there were innocent people injured and whether the offender had a previous record. The teacher also indicates what the dispositions actually are for these violations and the class compares the actual dispositions to their own, trying to account for any discrepancies. If important issues were omitted in the

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can write letters to judges inquiring about the judges' dispositions and recommending their own.
- Activity can be a small group discussion. (See Activity #31.)

EVALUATION METHODS:

- Each student, or small groups of students, writes a "Lawbook of Penalties" describing what disposition they would advocate and why for various drinking and driving violations.

ACTIVITY (CONT'D):

role plays, such as rehabilitation vs. punishment and social drinking vs. problem drinking, the teacher should initiate a discussion of them.

SAMPLE TRIAL SCHEDULE

The defense presents its position:	4 minutes
The prosecution presents its position:	4 minutes
The judge questions lawyers and convicted driver:	4 minutes
Recess, during which lawyers formulate closing statements:	5 minutes
The defense presents its closing statement:	4 minutes
The prosecution presents its closing statement:	4 minutes

SAMPLE ROLE PROFILES

Violators (select one per case)

You are a married man with a record of several arrests for driving under the influence of alcohol. You have been convicted of driving under the influence and killing a pedestrian. You were coming home from a bar you stopped in after work where you had four beers in one hour. You believe you should be given a light penalty, such as a small fine because you have a family to support and you don't make much money.

You are the 43 year old mother of three children. You had "one too many" at a bridge party with your friends and ran into the rear end of another car at a stop light. You have no previous record of arrest. You feel it was all a small mistake and shouldn't get any penalty at all.

You are an unmarried man with a previous record of three arrests in the last ten years for driving under the influence. You were arrested this time for running a stop sign and then a red light and convicted of driving under the influence. You feel everyone else drives after drinking but you just have bad luck getting caught. Why should you get more than a minor fine when everyone else does the same thing and gets away with it?

Judges

You are one of three judges who have to decide on a disposition for someone guilty of a drinking and driving offense. You must listen to opinions by defense and prosecution lawyers on what disposition to set and then you can question the convicted violator yourself. Then you must discuss and decide on a disposition. Your choices include, but are not limited to: fines, imprisonment, probation, outright release, commitment to a hospital, other forms of rehabilitation, or some combination of these.

Defense Lawyers

You are one of two defense lawyers for a driver convicted of driving under the influence. You must consult with the other defense lawyer and your "client" and agree on what disposition you want the judges to select. You will have 4 minutes to state your recommendation to them and 4 minutes later on to sum up your position and answer any points raised by the prosecution lawyers.

Prosecution Lawyer:

You are one of two prosecution lawyers seeking to get a strong disposition against a driver convicted of driving under the influence. You must consult with the other prosecution lawyer and agree on what disposition you want the judges to select. You will have 4 minutes to state your recommendation to them and 4 minutes later on to sum up your position and answer any points raised by the defense lawyers.

REFERENCE #: 1
CONTENT REFERENCE: 252-254
CLASS TIME: 4-5 periods, plus OCT

ACTIVITY #: 34
TOPIC: Safety laws
METHOD: Independent Study: poll

CORE ACTIVITY:

Students design and conduct poll to determine public's attitude toward and knowledge of drinking and driving laws.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, questioning, analyzing.

OTHER: Students need to have already studied alcohol's effects on traffic safety.

ACTIVITY:

A small group of students draws up a poll to discover the community's attitudes toward and knowledge of drinking and driving laws. The group solicits questions from classmates. Sample questions include:

1. What is the penalty for driving while drunk in this state?
2. What should the penalty be for driving while drunk:
    - (a) first offense? second offense? third offense?
    - (b) and causing an accident involving property damage?
    - (c) and injuring a pedestrian?
    - (d) killing a pedestrian?
3. Should police be allowed to force suspects to take a breathalyzer test? blood test?
4. Have you ever driven when "high"? drunk?--never, once a couple of times, several times, often.

The group decides what relationships it wishes to study, such as age, sex, whether respondent drinks and how often and heavily. Students decide to whom to administer poll and how. (1 class) Group tests poll by administering it to own class. (½ class)

After conducting poll, students tabulate results and analyze relationships. (1-2 classes) Group prepares report that (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write results into an article for submission to school and community newspapers.
- An entire class or two or more small groups can conduct the poll.
- Follow-up discussions can be held on what can be done about adults' ignorance and/or inappropriate attitudes, if such exist.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a reporter "interviews" a typical community resident about alcohol traffic laws. To the satisfaction of the research group and the teacher.
- Students write an "editorial" for a newspaper evaluating whether the state should pass stricter drinking and driving laws based on the implications of the poll results. To the satisfaction of the research group and the teacher.

ACTIVITY (CONT'D):

evaluates public's attitudes and information (1 class) and presents it to class, responding to comments and questions from class and teacher. (½ class)

REFERENCE #: 1 **ACTIVITY #:** 35
CONTENT REFERENCE: NA **TOPIC:** Safety: laws
CLASS TIME: 2-3½ periods, plus OCT. **METHOD:** Independent study: research

CORE ACTIVITY:

Students research and evaluate the alcohol and driving laws in their state.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, evaluating, writing.
OTHER: Students need to have already studied the effects of alcohol on driving.

ACTIVITY:

A small group of students researches the drinking and driving laws for their state. Suggested foci for the research include:

- What are the drinking-driving laws?
- Would stricter laws or stricter enforcement of existing laws help reduce the number of alcohol-related traffic offenses? Why?
- Are there other actions that could be taken to reduce alcohol-related traffic offenses--such as safer cars and/or fewer bars?
- Are some police departments reluctant to prosecute drivers for driving under the influence? If so, why?
- Would police or registry employees like to be able to administer mandatory breathalyzer or blood tests? Why?

Research methods can include:

- reading appropriate literature
- interviewing in person or by telephone police chiefs and/or officials in the state registry of motor vehicles.

The group divides up responsibility for the research.

After completing research, group prepares (1-2 classes) a report to the class that includes an evaluation of the utility of existing laws and recommendations for new ones. Group responds to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Upon completion of research, the group can write the results into an article for submission to the school and community newspapers.
- Two or more small groups can conduct this research and compare findings. Or Activity can be an individual written research assignment.

EVALUATION METHODS:

- Students engage in Activity #28, a discussion of the utility of the drinking and driving laws.
- Students role play or write the dialogue to scenario in which the registrar of motor vehicles is "interviewed" by a reporter on state alcohol safety laws. To the satisfaction of the research group and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 252-253
CLASS TIME: ½ period

ACTIVITY #: 36
TOPIC: Safety: laws
METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on state's drinking and driving laws.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

The teacher describes each violation first and asks students what *they* think the penalty should be, if any, and why. Teacher asks probing questions, pressing students to justify their answers. Where possible, students are encouraged to disagree with each other.

Teacher describes penalty for each violation, one by one.

Students comment on penalty, indicating reasons for agreement or disagreement.

Teacher explains why prosecutions for drinking and driving offenses are often avoided.

Students criticize, defend and offer alternatives to this avoidance of prosecution. Where possible, students are encouraged to disagree with each other.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a newspaper reporter "interviews" a legislator on the justification for specific alcohol laws.
- Students respond to teacher's written and/or oral questions on state drinking and driving laws.

REFERENCE #: 1
CONTENT REFERENCE: 246-247, 252-254
CLASS TIME: ½-1

ACTIVITY #: 37
TOPIC: Safety: laws
METHOD: Writing

CORE ACTIVITY:

Students take written quiz or test on alcohol safety laws.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, evaluating

OTHER: This Activity should be supplemented by other types of evaluations. It is useful as both a pre- and post-test. Sample test questions for alcohol and alcohol safety and for interpersonal alcohol safety situations are in Activity #15 and #27.

ACTIVITY:

Students write answers to written essay, short-answer and multiple choice questions on alcohol safety laws. Sample questions appear on the following pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation exercises on alcohol safety. Answers or source for answers are in parentheses. Correct answers to multiple choice questions are underlined.

A. Essay Questions

1. What is the "implied consent law"? Do you approve of it? Why or why not? (Content Literature pp. 139, 247)

2. What are your state's drinking and driving laws? Pick any two and criticize or defend them.

3. What often happens in court when a driver has been arrested on a drinking and driving charge? Why does this happen? How can it be changed, if at all? (Content Literature pp. 252-254)

B. Short-Answer Questions

1. What does "presumptive level" refer to in convicting a driver of drunken driving?
   (a blood alcohol concentration, defined by state law, that is high enough to lead one to presume, but not be absolutely sure, that he was intoxicated)

C. Multiple Choice Questions

1. In most states, a normal size man is presumed to be under the influence of alcohol when he has had, in one hour, how many beers or shots of whisky?

   (a) 1
   (b) 2
   (c) 3
   (d) 4
   (e) 5
   (f) 6
   (g) 7

2. In most states what blood alcohol level must be reached to presume that a driver is intoxicated?

   (a) .05%
   (b) .08%
   (c) .10%
   (d) .15%
   (e) .18%

3. The implied consent laws:

   (a) exist in only a couple of states
   (b) require a driver arrested for driving under the influence to submit to a breath test or lose his license
   (c) require drivers to consent in writing not to drink alcohol before driving in exchange for getting a license
   (d) require drivers to plead guilty if arrested for driving under the influence

4. Teacher writes own multiple choice questions on state drinking and driving laws, for example:

   In (insert state), what blood alcohol level must be reached to presume that a driver is legally under the influence?

   (a) 0.05 per cent
   (b) 0.08 per cent
   (c) 0.10 per cent
   (d) 0.15 per cent

5. When persons accused of drinking and driving are brought into court,

   (a) they often are not convicted
   (b) they are almost always found guilty
   (c) they are guaranteed the right to make several phone calls to lawyers
   (d) they usually confess

6. It is often difficult to convict drunk drivers because:

   (a) prosecutors are often poorly prepared for "minor" cases
   (b) plea bargaining takes place
   (c) juries sympathize with the driver
   (d) the charge is reduced
   (e) b and c
   (f) c and d
   (g) b, c and d
   (h) all of the above

7. Traffic policemen often do not arrest drivers for driving while under the influence of alcohol because:

   (a) so many judges are incompetent
   (b) the deck is stacked against the accused
   (c) they feel alcohol does not make drivers dangerous
   (d) of difficulty in obtaining convictions in court

REFERENCE #: 1
CONTENT REFERENCE: 211-212
CLASS TIME: 3-5½ periods

ACTIVITY #: 38
TOPIC: Attitudes and Reasons
METHOD: Art: collage

CORE ACTIVITY:

Students develop collages or mobiles illustrating maturity or immaturity and discuss relationship between drinking and maturity.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the relationship between alcohol use and maturity in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, discriminating.
OTHER: Teacher will have to provide magazines, poster paper, glue and scissors.

ACTIVITY:

Students create a collage or mobile whose theme is maturity or immaturity. (2-4 classes)

Upon completion students are broken into small groups and given written instructions to:

1. Examine the collages or mobiles made by the members of your group and list the depicted attributes of maturity and immaturity.
2. Discuss and list what kinds of alcohol use and non-use constitute mature and immature behavior and why.
3. Discuss and record why teenagers and adults seem to feel drinking is a sign of maturity. (½-1 class)

Each group reports its conclusions to the class and responds to questions and comments from class and teacher. Teacher may want to point out that mature drinking behavior does not necessarily indicate a mature individual. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 46 involves a discussion of what constitutes mature behavior.

EVALUATION METHODS:

- Students read one of the fiction selections in the Bibliography (especially #s113, 115, 116, 135, 138-140, 149-150, 152, 164) and decide in small groups or individually, orally or in writing, whether the reading depicts a mature or immature use of alcohol and why.
- Students write a description of someone's use of alcohol taken from personal experience or the mass media and indicate in writing whether such use is mature or immature and why.

REFERENCE #: 9-1 ACTIVITY #: 39

CONTENT REFERENCE: NA TOPIC: Attitudes and Reasons

CLASS TIME: 1-1½ periods, plus OCT. METHOD: Art: field trip

CORE ACTIVITY:

Students visit an art museum and examine paintings by painters who were alcoholics and paintings of scenes involving alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, researching.

OTHER:

ACTIVITY:

Students research the lives of famous painters to discover the role alcohol played in their lives. (Modigliani, for example, died from the DT's; Utrillo was an alcoholic.) The students then visit one or more art museums and examine the paintings. Sample paintings descriptive of alcohol use are listed on the next page. Prior to the visit they are given written instructions to:

1. See if painters who abused alcohol in their private lives express particular feelings about alcohol in their art work.
2. Discover other paintings portraying the use and effects of alcohol and determine and record what these paintings are trying to communicate about alcohol use. (For examples, see following page.)
3. Discover and record whether painters from certain countries or eras express distinctive views about alcohol use.

Students take notes during visit and discuss results in class.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be performed by using a number of art history books or slides obtained from museums, in place of an actual museum visit.
- A small group of students can perform activity and report results to class.

EVALUATION METHODS:

- Students write a fictional "biography" of an imaginary painter that describes his experience with alcohol and relates that experience to his "art work."
- Students write the "Introduction" to a book of paintings by a real artist. The "Introduction" analyzes the paintings that depict alcohol use in terms of the artist's personal life, nationality and era.

Examples of paintings and other art works descriptive of alcohol use:

Steen:	"The World Turned Upside Down"	(Scene of drunkenness and resulting disorder in a home)
Steen:	"Peasants' Revels in an Inn"	
Lautrec:	"A Corner of the Dance Hall"	(Portrait of a red-faced alcoholic)
Lautrec:	"Last Crumbs"	(Two degraded people with a bottle of wine)
Degas:	"L'Absinthe"	(Portrait of a sad-looking woman with a glass of absinthe)
Goya:	"Picnic on the Banks of the Manzanares"	(Picnic includes wine)
Titian:	"Bacchanal of the Andrians"	(Wine drinking)
Veronese:	"The Marriage at Cana"	(Sumptuous banquet with plenty of wine being consumed)
Hogarth:	"The Rake's Progress"	(Scenes of debauchery)
Rembrandt:	"Drinking and Love"	(Man with arm around woman's waist and other hand holding a glass of wine)
Daumier:	several sketches of drinkers and drunks	
Hals:	"Officers' Banquet"	(Scene of soldiers drinking heavily)
Klee:	"Drunkenness"	(Modernistic view of alcohol's effects on a person)
Breughel:	village scenes with considerable drinking	

REFERENCE #: 1
CONTENT REFERENCE: 203-217
CLASS TIME: 1-1½ periods

ACTIVITY #: 40
TOPIC: Attitudes and Reasons
METHOD: Audiovisual

CORE ACTIVITY:

Students view and discuss filmstrip on teenagers' uncertainty about the role of alcohol in their life.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, evaluating.

OTHER: Activity is a good introduction to a study of attitudes toward teenage drinking.

ACTIVITY:

Students view Alcohol: A Dilemma for Youth, filmstrip with dialogue, 18 minutes, color, 130 frames. It is based on taped interviews with youths and adults on social pressures, contemporary confusions and identity conflicts which contribute to the teenager's uncertainty about the role of alcohol in his life. Filmstrip is open-ended, intended to provide basis for group discussion. Source: See Bibliography #173.

Before viewing filmstrip, students are told to look for the problems teenagers face in deciding what their relationship to alcohol should be. (½ class)

After viewing, students break into small groups and are given written instructions to discuss:

- the major problems a teenager faces in deciding what his relationship to alcohol should be. Why are his decisions difficult to make?
- how, specifically, he should handle each of these problems and why that way.

Groups report their conclusions to class and respond to questions and comments from class and teacher. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write "biography" of a teenager that describes his difficulty in deciding what his relationship to alcohol should be. Each student reads one other student's "biography" and critiques it for realism.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1-2 periods

ACTIVITY #: 41
TOPIC: Attitudes and Reasons
METHOD: Audiovisual

CORE ACTIVITY:

Students view and discuss Eye of the Beholder, movie about how and why people misinterpret other people's behavior.

OBJECTIVE:

Students demonstrate knowledge of why and how people interpret alcohol issues and behavior differently in order to make responsible decisions about drinking and in order to deal responsibly with the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing, analyzing.
OTHER:

ACTIVITY:

Students view movie Eye of the Beholder. This movie describes a brief period in the life of a man as seen and misinterpreted by five people who come into contact with him. The movie includes a break enabling viewers to write down and discuss what they think the protagonist is really like. The movie concludes by repeating the plot from the protagonist's point of view, ending with a final irony of the protagonist misinterpreting the character of one of the five other actors. Source: Bibliography #174.

After viewing the movie the class discusses why the character misinterpreted the protagonist's behavior and character. The teacher should add reasons not mentioned or alluded to in the movie, including projection, ethnic background, religion, economic status and residence. The teacher also must tie the movie in with alcohol use by soliciting and metioning examples of ways in which people misinterpret other people's use of alcohol leading to disagreement over a variety of alcohol issues and formation of different attitudes toward alcohol use. For example, individuals brought up in an abstemious home may assume that all drinking is a sign of weakness. Individuals brought up in a drinking home may see wine consumption with meals as natural and indispensable.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #56 is a useful follow-up on misinterpretation.
- The Japanese movie Rashomon, describing a murder as seen by three different people, is appropriate for very capable students.
- Students can write and then compare descriptions of emotionally charged events they all have witnessed -- e.g., a fight at school.

EVALUATION METHODS:

- Students write a description of a person's use of alcohol that could be misinterpreted by an observer. Students exchange papers and each student writes an explanation of why another student's character is drinking or abstaining. Students get together and share results.
- Students pantomime scenes of drinking and other students guess what is being portrayed and how they "knew."

REFERENCE #: 1
CONTENT REFERENCE: 180-181, 197
CLASS TIME: 1 period

ACTIVITY #: 42
TOPIC: Attitudes and Reasons
METHOD: Audiovisual

CORE ACTIVITY:

Students view and discuss film on why people drink.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, evaluating.
OTHER:

ACTIVITY:

Students view one or more of the following movies:

- Alcohol and You--29 minutes, color. This examines the reasons Americans drink and why some become alcoholics. Source: Bibliography #172.
- An Unpleasant Evening--10 minutes, black and white. This movie describes a teenage girl persuading a boy to smuggle a bottle of wine for her into a dance. She gets drunk on it and her boyfriend and friends beat up the boy who got her the wine. Film shows girl's inability to relate to others without alcohol. Especially good for urban youth. Source: Bibliography #184.
- What Time Is It Now?--16 minutes, color. Film studies teenage maturity, reasons for drinking and adult hypocrisy. Source: Bibliography #103

After viewing, students break into small groups and are given written instructions to, for example:

1. Discuss and record the major reasons Americans drink moderately as opposed to the reasons some drink excessively.
2. Discuss and record which, if any, of these reasons for drinking moderately and excessively are legitimate ones and which are not and why.

Groups report their conclusions to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Film can be followed by class discussion or written assignments.

EVALUATION METHODS:

- Students create a collage illustrating why people drink. Each student interprets one other student's collage.
- Students respond orally and/or in writing to questions from the teacher on why people drink and legitimate reasons for drinking.

REFERENCE #: 1 ACTIVITY #: 43

CONTENT REFERENCE: 180-181, 197, 207-213 TOPIC: Attitudes and Reasons

CLASS TIME: 1-1½ periods METHOD: Discussion

CORE ACTIVITY:

Students discuss why adults and teenagers drink and distinguish between appropriate and inappropriate reasons for drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, evaluating.

OTHER:

ACTIVITY:

Students briefly (½ page) write a description of the drinking patterns of one adult and one teenager they have seen in real life or in the media who drink moderately. On a separate page students explain why they think these two individuals drink at all. Teacher may have to clarify that issue is not why do people drink moderately but why do moderate drinkers drink at all.

The following class, students break into small groups and given written instructions to:

1. Read each other's papers.
2. Discuss and record the reasons why people drink, carefully distinguishing between adult and teenage drinkers.
3. Put these reasons in order of the most common reasons.
4. Try to decide whether different people have different reasons for drinking moderately depending on: personality, age, sex, economic position, etc.
5. Decide and record which, if any, of these reasons are "legitimate" reasons, which are not, and why. (½-1 class)

Groups report conclusions to class and respond to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #52 on responsible drinking behavior, #51 on drinking as an escape, and #47 on getting drunk are related Activities.
- Activity can be conducted as a class discussion.
- Activity can include discussion of why problem drinkers drink or why non-drinkers abstain.

EVALUATION METHODS:

- Students role play a reporter "interviewing" a man-in-the-street on why he drinks.
- Students respond to teacher's written and/or oral questions on why people drink.
- Students create collages or mobiles illustrating reasons why moderate drinkers drink. Each student interprets one other student's collage in writing or orally. To the satisfaction of the artist whose work is interpreted and the teacher.

REFERENCE #: 1 ACTIVITY #: 44

CONTENT REFERENCE: NA

TOPIC: Attitudes and Reasons

CLASS TIME: 1-1½ periods, plus OCT.

METHOD: Discussion

CORE ACTIVITY:

Students evaluate the reasons for and attitudes about drinking expressed in cartoons, jokes, comic strips and greeting cards that involve alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, evaluating.

OTHER:

ACTIVITY:

Students are assigned to collect all cartoons, jokes, comic strips and cards they read and hear over a period of several weeks that describe alcohol use. Students and teacher suggest good sources such as daily and Sunday newspapers, magazines, TV and radio. Sample cartoons appear on the following page.

After collecting sufficient materials, students break into small groups and are given written instructions to:

1. Examine each others' materials.
2. List the reasons stated or implied for why the individuals in the cartoons, etc. are drinking.
3. Decide and record what the cartoonist's attitude seems to be toward these reasons for drinking.
4. Decide and record whether you think these reasons for and attitudes about drinking are "good," "bad" or "indifferent" and why. (½-1 class)

Groups report their findings to the class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can trace changes in American attitudes toward alcohol by examining cartoons of the past.
- Activity can be conducted as a class discussion or a written report.

EVALUATION METHODS:

- Students create their own cartoons, jokes or comic strips and other students analyze them as they did in small groups. To the satisfaction of the author and the teacher.
- Students interpret yet another cartoon, joke or comic strip.
- Students individually or in small groups write letters to the editor or to cartoonists objecting to or approving of their expression of certain attitudes toward alcohol use and requesting a reply.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

ACTIVITY #: 45
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students analyze songs about alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

Students and/or teacher collect records, lyrics and/or tape recordings of songs involving alcohol use. Sample songs of the past that touch on alcohol are:

- "Drink to Me Only with Thine Eyes" (English Ballad)
- "One for My Baby and One More for the Road" (Frank Sinatra)
- "Let's Go Get Stoned" (Ray Charles and contemporary revival)
- "Have Some Madeira, My Dear" (Swann and Flanders)
- "Thunder Road" (Robert Mitchum)
- "Copper Kettle" (Joan Baez)
- "Three Jolly Coachmen" (The Kingston Trio)
- Many Irish drinking songs and Negro Blues songs.

Teacher plays a song and/or class reads lyrics. Class discusses attitudes toward alcohol expressed in the songs and the reasons the people described drink.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can create their own lyrics and/or melodies.

EVALUATION METHODS:

- Students write additional verses to the songs they heard or read that continue the songs' attitude toward alcohol.
- Students listen to another song and write or give an explanation of why the individuals described drink or abstain.

REFERENCE #: 1 **ACTIVITY #:** 46
CONTENT REFERENCE: 211-212 **TOPIC:** Attitudes and Reasons
CLASS TIME: 1½-2 periods. **METHOD:** Discussion

CORE ACTIVITY:

Students discuss relationship between drinking and maturity.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the relationship between alcohol use and maturity in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, influencing, analyzing, evaluating.

OTHER:

ACTIVITY:

Students write two brief (½ page) but detailed character descriptions, one of someone they know personally who is unusually mature, the other of someone they know who is unusually immature. Students concentrate on describing what it is about these individuals (how they act, what they say, how they feel) that makes them appear mature and immature.

The following class, students break into small groups and are given written instructions to:

1. Read each others' papers.
2. List separately all the attributes of the mature and immature individuals, noticing which attributes seem to recur in several character descriptions.
3. From these attributes agree upon and record definitions of maturity and immaturity. These two definitions should begin: "A mature (or immature) person is someone who... (describe how he acts and feels)."
4. Decide and record how a mature person uses alcohol. (1 class)

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion.
- Activity # 38 is a related activity on maturity that involves creating collages.

EVALUATION METHODS:

- Students read one of the selections in the Bibliography (especially #s 113-116, 135, 138-140, 149-152, 164) and decide in small groups or individually whether the use of alcohol described indicates the user is mature or immature or whether that can't be known.
- Students respond to teacher's written and/or oral questions on alcohol use and maturity.

ACTIVITY (CONT'D):

Groups report their conclusions to class and respond to questions and comments from class and teacher. (½-1 class) Teacher comments in particular on how drinking is often seen in America as a sign of maturity whether in fact it is or isn't. People feel you should be mature before you drink; therefore anyone who drinks must be mature.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2 periods

ACTIVITY #: 47
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students discuss whether it is ever appropriate to get drunk.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, evaluating.

OTHER:

ACTIVITY:

Half of the class writes a response to the following instructions:

> You believe that people should never get drunk. Describe two real or imaginary situations of someone getting drunk that you feel were "wrong"--he shouldn't have done it (not that you would necessarily tell him that). In one, have a man as the central character; in the other, a woman. Describe why the person got drunk; how it affected him, etc.

The other students respond to the following instructions:

> You believe that there are occasions on which it is all right to get drunk. Describe two real or imaginary situations of someone getting drunk that you feel were legitimate or O.K. In one have a man .... etc.

The following class, students break into small groups that combine students from each half of the class and are given written instructions to discuss:

- When, if ever, it is legitimate to get drunk.
- Why it is legitimate or not legitimate to get drunk in each of the situations students wrote about. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or as individual homework assignments or as a class debate.
- Students can discuss whether they would get drunk, and why, if it became legal and their parents didn't object.

EVALUATION METHODS:

- Students read a drunk scene from one of the fictional selections in the Bibliography (especially #s 113-115, 118, 132, 149-155, 165-166)and write a defense or criticism of the individual's action in getting drunk.
- Students role play or write the dialogue to a scenario in which a teetotaler or AA member discusses with a heavy drinker whether it is legitimate to get drunk on certain occasions.
- Students respond to teacher's written and/or oral questions on drinking to get drunk.

ACTIVITY (CONT'D):

Groups report conclusions to class and respond to questions and comments from class and teacher. Teacher may want to add comments suggested in Activity #51. (½-1 class)

REFERENCE #: 1
CONTENT REFERENCE: 224-231
CLASS TIME: 1 period.

ACTIVITY #: 48
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students discuss why those people who abuse alcohol continue to drink excessively even when they know it is self-damaging.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, analyzing, describing.

OTHER: Activity # 43 on why moderate drinkers drink can precede this Activity

ACTIVITY:

Students write brief accounts (½ page) of things they personally have done or have seen others do in spite of the knowledge that these actions were self-damaging. The teacher should give one or two examples, such as overweight people eating fatty foods in a restaurant or people smoking.

The following class, students break into small groups and are given written instructions to:

1. Read each others' papers.
2. Go through the actions described and decide and record why these people might have done these self-damaging things. Don't simply say "lack of will power" and leave it at that. Why don't they have the will power? What other reasons besides so-called lack of will power account for their behavior?
3. Decide and record which, if any, of these reasons might explain why some people drink even though they know it's hurting themselves.
4. Decide and record if there are any other reasons why people might drink even when they know they are hurting themselves. (1 class)

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #49 and #50 on substitutes for abusive drinking are good follow-up activities.
- Activity can be a class discussion

EVALUATION METHODS:

- Students write a brief "biography" of a self-damaging drinker and explain why he drinks even though he knows he's hurting himself. "Biography" must include details about the drinker's life that explain his knowingly hurting himself.
- Students respond to teacher's written and/or oral questions on why people drink self-destructively.

ACTIVITY (CONT'D):

Groups report results to class and respond to questions and comments from class and teacher. (½ class) Teacher may in particular want to suggest other reasons not mentioned by students why people can be knowingly self-damaging, such as guilt feelings, need for attention, and need to hurt someone else. Teacher can in this way, indicate that problem drinking is an emotional problem.

REFERENCE #: 1 ACTIVITY #: 49
CONTENT REFERENCE NA TOPIC: Attitudes and Reasons
CLASS TIME: 1-1½ periods METHOD: Discussion

CORE ACTIVITY:

Students suggest substitute activities for abusive drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, evaluating, influencing.
OTHER: Activity #48 on why some people drink even when they know it is self-damaging can precede this Activity.

ACTIVITY:

Students write brief (½-1 page) responses to the following scenario

> Your older brother has been spending most of his evenings and part of his weekends drinking beer with friends. He says he does this 'because there's nothing else to do in this town'. What specific things could you suggest that he do instead of drinking?

The following class, students break down into small groups and are given written instructions to:

1. Read each others' papers.
2. Discuss and record which activities mentioned are realistic alternatives to drinking excessively.
3. Discuss and record why some kids might drink rather than do these things.
4. Discuss and record whether some kids really drink because "they're bored and there's nothing else to do" or whether this is a "cop-out" -- an excuse to drink or an excuse not to examine other reasons. why they drink.
5. If kids really are bored, discuss and record whether drinking is a good way to respond to boredom and why. (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The scenario should be altered to suit the age, sex, culture, etc. of the students responding to it.
- Activity can be conducted as a class discussion or as homework assignment.
- Activity # 50 on what needs drinking meets is a similar activity.

EVALUATION METHODS:

- Students role play or write a dialogue for a scenario in which a student who drinks because he's "bored" is being "interviewed" by a town selectman who disagrees. To the satisfaction of the class and teacher.
- Students respond in writing to a new scenario describing an adult who spends his evenings and weekends "drinking with the boys" because "there is nothing else to do."
- Students write descriptions of ways they use or have used to overcome boredom.

ACTIVITY (CONT'D):

6. Discuss and record if and how you would try to influence this older brother. What would you say or do? (½-1 class)

Groups report their conclusions to class and respond to questions and comments from class and teacher. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: 226-229
CLASS TIME: 1-2 periods

ACTIVITY #: 50
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students discuss what human needs people try to meet by using alcohol and why alcohol is often chosen as the method by which to meet these needs.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER: Activity # 48 on why some people drink even when they know it is self-damaging can precede this Activity.

ACTIVITY:

Students write brief (½ page) response to the following instructions:

> Describe a person, real or imaginary, who feels he needs to drink. For example, a boy who drinks to work up courage to go to a dance with a cute girl. Explain why he feels he needs to drink.

After completing this response, students write response to a second request:

> Indicate what other activities this person could engage in that might also satisfy this need. Write these down.

The following class, students break into groups and are given instructions to discuss:

- different needs that alcohol can appear to satisfy.
- what other activities, if any, could also meet these needs.
- why some people may use alcohol to meet these needs rather than other methods of meeting them.

Groups report their conclusions to the class and respond to questions and comments from class and teacher. Teacher indicates any important needs alcohol use meets that were not considered by the students, including: need to feel mature, be accepted, relax, be sociable, be more talkative, be more aggressive, rebel and escape. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or homework assignment.
- Activity # 49 on substitute activities for drinking is a related activity.

EVALUATION METHODS:

- Students read one of the fictional or autobiographical selections in the Bibliography (especially #s 113, 114, 132, 134, 142, 143, 152-155, 164) and write what needs drinking seems to fill for the character described, what other activities might fill these needs, and why this person uses alcohol rather than these other activities.
- Students exchange their original descriptions. Each student writes an explanation of what alternatives that person might use to meet his needs and why he still might choose alcohol. To the satisfaction of the author and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1-2 periods

ACTIVITY #: 51
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students discuss legitimacy and utility of drinking alcohol to escape problems.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, evaluating, decision-making, empathizing.

OTHER: The teacher must be careful not to impose his moral views on the students or the class discussion will be unproductive. Students should be familiar with reasons people drink before undertaking this Activity.

ACTIVITY:

Students write brief (½ page) responses to the following scenarios:

- A person's wife and two of his three children have been killed in an auto accident. Is it legitimate or OK for him to get drunk that night? The next two nights? Why or why not?
- A person is fired from his job and has three children and a wife to support. He will probably have to go on welfare for at least a few weeks. Is it legitimate or OK for him to get drunk that night? The next two nights? Why or why not?
- A woman's husband has been paralyzed by a stroke and is confined to his bed for the rest of his life. She has to take care of him. Is it O.K. or legitimate for her to get drunk once a week? Once a month? Why or why not?
- A guy is told by his girl friend that he's an ugly, inconsiderate nobody and she breaks up with him and runs off with the football captain. Is it legitimate or O.K. for him to get drunk that night? The next two nights? Why or why not?

The following class, students break into small groups and are given written instructions to discuss whether getting drunk is

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- This Activity can be conducted as a class activity, an individual homework assignment, or a debate.
- Activity #43 and #52 on responsible drinking and #48 on getting drunk are related Activities.

EVALUATION METHODS:

- Students create their own scenarios. Each student responds orally or in writing to one other student's scenario along the lines suggested above. To the satisfaction of the other student and the teacher.
- Students role play or write the dialogue for a scenario in which an AA member, a teetotaler and a heavy drinker "discuss" the legitimacy of drinking to escape problems. To the satisfaction of the class and teacher.
- Students read pp. 138-141, 181-190, 214-225 from Upton Sinclair's The Jungle and decide if the protagonist is justified in drinking.

ACTIVITY (CONT'D):

legitimate in each situation and why or why not. (½ class)

Each group reports its conclusions to the class and responds to questions and criticisms from class and teacher. Teacher may need to raise other points of view such as:

- Is it ineffective in the long run not to face and solve problems?
- Is it all right not to face problems that are temporary or cannot be solved?

The teacher may also want to bring up consideration of the variables involved in this discussion, for example:

- How many times is the person going to use alcohol as an escape?
- How much is he suffering?
- How much will his use hurt himself and/or others?
- Is his suffering permanent or temporary?
- Is his problem soluble if confronted or insoluble?
- Is the person getting drunk with full awareness of possible consequences? (½-1 class)

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1-1½ periods

ACTIVITY #: 52
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students distinguish responsible from irresponsible drinking behavior and establish criteria for each.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Discriminating, influencing, evaluating.

OTHER:

ACTIVITY:

Students write brief (½-1 page) descriptions, real or fictional, of any drinking behavior of one adult and one teenager of each sex. The descriptions must include quantity, frequency, conditions under which it is drunk and reasons for drinking.

The following class, students break into small groups and are given written instructions to:

1. Read each others' papers.
2. List the different ways the people described drink.
3. Discuss and record which of these ways of drinking are responsible and which are not.
4. Discuss and record how you ended up deciding what is responsible drinking behavior and what isn't. End up with a definition that begins: "Drinking behavior is responsible if it (e.g.) causes no damage (or no irreparable damage?) to the drinker and/or other people."

Groups report results to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or can be a written homework assignment.
- Activity #43 (legitimate reasons for drinking), #51 (drinking as an escape), and #47 (getting drunk) are related activities.

EVALUATION METHODS:

- Students read one of the fiction selections in the Bibliography (especially #s 113-115, 118-119, 129, 132, 135, 138-140, 152-155, 164-166) and write an explanation of whether the drinking behavior described is responsible or not and why.
- Students role play or write the dialogue to scenarios in which heavy drinkers, teetotalers and social drinkers of different ages and sexes criticize each others' drinking behavior.
- Students write and defend judgements as to how responsible were the different drinking patterns they wrote about at the beginning of the Activity.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1-1½ periods

ACTIVITY #: 53
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students discuss their feelings about alcoholics and "drunks."

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate constructive feelings they can have when they are with someone who is drinking in order to develop constructive attitudes toward the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing, influencing, evaluating, decision-making.

OTHER:

ACTIVITY:

Students are told what a diabetic is and then asked to respond briefly (½-1 page) in writing to the following scenario:

> You are a diabetic. You are walking home from a late movie and you have forgotten to take any chocolate with you. You start to get faint and begin to stagger on the sidewalk. The police spot you and haul you in for public drunkenness. You try to explain your problem but the police don't believe you and throw you in the 'tank', the police cell for drunks. While in the cell you have found some life savers in your shirt pocket which you eat and feel better. There are six drunks in the cell with you. Three are still drunk and are staggering, one is asleep, and two seem pretty sober.
>
> 1. Will you get into a conversation with any of these people? Suppose one of them comes over and starts talking to you? What will you do?, Why? Write this down.
> 2. How do you feel about being locked up with them all night? Write this down.

The following class, students break into small groups and are given written instructions to: (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or can be a written homework assignment.
- In Activity #213 students discuss their feelings about alcoholism.

EVALUATION METHODS:

- Each student writes his own scenario involving contact with a drunk. Students exchange scenarios and write what they would do in that situation, what they would feel and why. To the satisfaction of the author of the scenario and the teacher.
- Students write their own scenarios either individually or in small groups. Other students or groups role play these scenarios. To the satisfaction of the author(s) and the teacher.

ACTIVITY (CONT'D):

1. Read each others' papers.
2. Record the different behaviors and feelings mentioned in the papers.
3. Decide what behaviors and feelings you should have in this situation and why.
4. If there is a difference between what you would feel and do in this situation with what you believe you should feel and do, decide and record why this difference exists. In other words, why can't you act and feel as you believe you should? (½-1 class)

Groups report results to class and respond to questions and comments from teacher and class. Teacher may want to comment in particular on how this Activity relates to the argument that alcoholics should not be jailed on the ground that they have a disease and are not criminals. Their position can be compared to that of the diabetic. (½ class)

REFERENCE #: 1 **ACTIVITY #:** 54

CONTENT REFERENCE: NA **TOPIC:** Attitudes and Reasons

CLASS TIME: 1½ periods **METHOD:** Discussion

CORE ACTIVITY:

Students decide how different types of people would respond to a panhandler's request for money.

OBJECTIVE:

Students demonstrate knowledge of why and how people interpret alcohol issues and behavior differently in order to make responsible decisions about drinking and in order to deal responsibly with the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing, analyzing.

OTHER: Activity #140 on how students themselves would respond to a panhandler's request for money can precede this Activity.

ACTIVITY:

Students explore why people have different attitudes toward drinking and drunkenness by deciding whether a variety of people would give money to a panhandler who obviously seems to want it for a drink. To give Activity greater impact, students with drawing capabilities sketch each individual described before the teacher duplicates the pages for distribution. If students in the class are not artistically inclined, the Activity can begin by first having students find and cut out pictures of people fitting the descriptions from magazines and similar sources. (½ class)

Teacher distributes descriptions (on following page) of different people being importuned for money by panhandlers. Class breaks into small groups and is given written instructions to:

1. write the answer to the panhandler you feel each individual confronted would give. If you think the individual would not even answer the panhandler, write down what he is thinking and describe his attitude.
2. if you feel these different individuals might respond differently to the panhandler, discuss why they might do so. Why don't they all react the same way? (½ class)

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can also be used for discussing students' feelings toward problem drinkers.
- Activity can be a class discussion.
- Students can discuss what they feel would be the answers these individuals would give to the questions about drunkenness in Activity #63.

EVALUATION METHODS:

- Each student describes one more person being importuned by a panhandler. Students exchange descriptions and each student explains how he thinks this new individual would respond and why. To the satisfaction of the author and the teacher.
- Students engage in Activity #140 in which they describe how they would respond to a panhandler's request for money.

ACTIVITY (CONT'D):

Groups report "answers" to the rest of class and explain why they chose the attitude and answer they did for that person.

Teacher raises for discussion issues of:

- why different people respond differently to drinking and drunkenness -- including such factors as ethnicity, age, drinking habits and experience, and occupation.
- why different students predicted different responses by the same individual. This may involve a discussion of stereotyping -- making assumptions about people's attitudes from clues such as the way an individual dresses, his age, his hairstyle, his occupation, etc.

SAMPLE SCENARIOS

A gentleman, dressed in a tuxedo, (on his way to a charity affair?) has just come out of a supper club and is standing in front of it waiting for a taxi. He has short, dark hair and stands very erect with a calm, confident air. A panhandler, with liquor on his breath, walks by and says, "Say, buddy, can ya spare a quarter?" How does the gentleman respond? What does he feel toward the panhandler? What is he thinking?

A young woman, dressed in a nurse's uniform, has just stepped off the bus on the way, probably, to the city hospital. Her hair is neatly pinned up on top of her head and she has the look of a well scrubbed apple. As she walks to the hospital, a panhandler sidles up to her and says, "Say, lady, could ya spare a quarter?" How does she respond? What does she feel toward the panhandler? What is she thinking?

A young man with fairly long hair covered by a construction worker's helmet, is having his lunch at an urban renewal site. He is dressed in a T-shirt and sneakers and has bulging muscles showing below the short sleeves. He is drinking a beer with his liverwurst sandwich. A panhandler walks by and says, "Say, buddy, can ya spare a dime?" How does the man respond? What does he feel toward the panhandler? What is he thinking?

A young man, dressed in bell bottom trousers with a bright blue double breasted jacket partially covering a thick polka-dotted tie is escorting his date out of a night club back toward their car. They are both laughing loudly, perhaps due to the cocktails they probably were drinking in the club. A panhandler asks the young man, as he unlocks the door for his date, "Say, buddy, can ya spare a dime?" How does he respond? What does he feel toward the panhandler? What is he thinking?

New scenarios can be created by altering the importuned person's apparent occupation, hair style, manner, age, clothing and place he is leaving or going to.

REFERENCE #: 1
CONTENT REFERENCE: 204-207
CLASS TIME: ¼-1 period

ACTIVITY #: 55
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students take a poll on their experiences with alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate why people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.
OTHER: Activity is designed to inform teacher of level of student experience as well as provide opportunity to raise issue in class of why people drink.

ACTIVITY:

Before taking experience poll, students anonymously write on a blank questionnaire what they predict the class results of a poll will be.

Students then take poll anonymously. Sample questions appear on the next page. Teacher and students tabulate results immediately afterwards on the blackboard. Class then compares predictions with reality and discusses any discrepancies.

Teacher raises issue of why people drink, using poll results as a take-off point. For example, do students who drink in parks have different reasons from those who drink at home or those who drink as a part of religious ceremonies? Teacher can also raise issue of why people have had different drinking experiences, including factors of parental attitudes and behavior, ethnicity, religion and peer pressures.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can write their own polls, either as a class, in small groups or individually. Other students can answer them.

EVALUATION METHODS:

- Students write a class profile of its drinking experiences.

Alcohol Experience Poll

1. Have you ever drunk alcohol?   Yes   No

2. If so, how many times in the last month?

   0   1   2-4   5-10   11-20   over 20 times

3. Have you ever been "high"?   Yes   No

4. If so, on how many occasions in the last month?

   0   1   2-4   5-10   11-20   over 20 times

5. Have you ever been drunk?   Yes   No

6. If so, how many times in the last month?

   0   1   2-4   5-10   11-20   over 20 times

7. When you drink, do you usually drink: alone   with others

8. When you drink, what kind of alcohol do you usually drink?

   beer   wine   whiskey   other (beer and wine? brandy? etc.)

9. How old were you when you had your first drink if you have ever drunk?

   under 10   11   12   13   14   15   16   17

10. Where do you usually drink now, if you drink?

    at home   with parents   at friends' homes   in cars

    in school   in bars   in church   in parks   other:

11. Have you ever been offered a drink and refused it?

    Yes   No   couple times   often

12. Have you ever asked for a drink and been refused?

    Yes   No   couple times   often

13. If so, who turned you down?

    mother   father   older brother   older sister

    other relative   friend   other

14. Have you ever driven a car after drinking?

    No   once   couple times   often

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

ACTIVITY #: 56
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students observe a photo or picture and a week or two later recall what it depicted.

OBJECTIVE:

Students demonstrate knowledge of why and how people interpret alcohol issues and behavior differently in order to make responsible decisions about drinking and deal responsibly with the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER: For a complete description of this type of experiment see Eleanor E. Maccoby, et al. (eds.), Readings in Social Psychology (New York: Holt, Rinehart and Winston, 1958), pp. 54-72. Activity #41 uses a movie to make a similar point and can precede this Activity.

ACTIVITY:

Students are shown a picture in which a stereotype is reversed: for example, a picture of people drinking in which a "bum" is drinking milk or a bottle of soda pop while everyone else, all middle class people, are tilting beer cans. The picture must include enough other but related details so that this one discrepancy doesn't stand out too noticeably. An art teacher or student skilled in drawing can create the picture or it can be selected from magazines or newspapers. Students are not told the real reason for looking at the picture but are told to remember it for future reference.

If, as is likely, some or most students "remember" the stereotyped version, a discussion is held on how and why people distort reality, emphasizing such explanations as projection, personal experience, prejudice and expectations. The teacher relates distortion of perception to how people can distort their perceptions of drinking behavior and reasons for drinking. Students volunteer reasons why people might distort specific drinking behaviors. For example: A middle class person may assume that an empty bottle next to a derelict means he's an alcoholic when actually many skid row denizens are not problem drinkers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can write accounts of an event they all witnessed and compare reports.
- Photos that involve stereotype reversals but not about alcohol can be used if photos about alcohol are unavailable.

EVALUATION METHODS:

- Students draw or find a picture of their own that involves a stereotype reversal and explain in writing why people might distort the picture.
- Students recount in writing or orally an incident in which they distorted something they saw or heard about and later discovered their error. Students explain why they distorted the incident.

REFERENCE #: 1
CONTENT REFERENCE: 163-164, 197
CLASS TIME: 1½-2 periods, plus OCT

ACTIVITY #: 57
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students research and discuss reasons people drink as portrayed by alcohol advertisements.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the effects of alcohol advertising on people's attitudes and behaviors in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, describing.
OTHER:

ACTIVITY:

Students research reasons people do or should drink according to liquor manufacturers and advertisers by analyzing alcohol advertisements.

Each student in class selects a media in which to research advertisements. Examples include:

- magazines
- newspapers
- television
- billboards
- radio

Class is given a week in which to collect ads from these media, including a weekend when newspapers are fuller and family outings take place. Students are told to take notes where ads cannot be actually brought into class.

After collecting advertisements, students break into small groups and are given written instructions to:

1. Compare findings to see which media have the most advertisements and try to decide why.
2. Compare and record the context of drinking in the (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Small group discussion can be a class activity.
- Activity #59 involves students in creating their own ads; in #58 they discuss the validity of claims made by alcohol ads; in #116 they discuss whether such ads should be banned or restricted.

EVALUATION METHODS:

- Students role play or write the dialogue to scenario in which an alcohol advertiser is "interviewed" by a researcher on why he thinks people drink. To the satisfaction of students who researched that particular form of alcohol advertising and the teacher.
- Students respond to written and/or oral questions on why people drink according to alcohol advertisers.

ACTIVITY (CONT'D):

ads -- e.g., parties, dinner, dates, wealth, age, sex, masculinity, etc.

3. Compare ads and record findings on whether there are patterns of ads according to the type of beverage advertised (beer, wine, whiskey, etc.) and the context of the drinking.
4. Compare and record what types of people the ads seem to be aimed at, and why.
5. Now, finally, decide and record why people drink alcohol according to the advertisements you have analyzed.
6. Decide and record whether you think these are really the reasons people drink and why the advertisers are pitching their ads at these reasons. (1 class)

Groups prepare and present reports of their findings and evaluations to the class and respond to comments and criticism from class and teacher. Teacher collates findings of each group on the blackboard and class tries to explain any differences in their findings and conclusions. Teacher can raise for discussion issue of whether ads influence people to buy or only influence their selection of products. (½-1 class)

REFERENCE #: 2-1 ACTIVITY #: 58
CONTENT REFERENCE: 163-164
CLASS TIME: 2-3½ periods
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students evaluate the validity of the claims made by alcohol advertisements.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol advertising on people's attitudes and behaviors and in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, writing, getting involved.
OTHER:

ACTIVITY:

Students and teacher bring to class a variety of advertisements from magazines and newspapers, television and radio. Using these ads as examples, the teacher explains the major advertising techniques used as preparation for discussion below. (½ class)

For next class, students are told to bring two newspaper, magazine, television or radio advertisements on alcohol to class. TV or radio ads must be written down verbatim or tape recorded accompanied by a written description of the video parts. Students break into small groups and are given written instructions to:

1. Look over all the ads and select one for analysis.
2. Discuss and record all explicit claims made by the ad for its product.
3. Discuss and record all implied claims.
4. Separate both sets of claims into those which are true, false, unproven and unprovable. Record why they fall into one of these categories.
5. Discuss and record what effects these ads may have on people's attitudes toward alcohol and their drinking behavior. (½-1 class)

Groups report findings to class and respond to questions and comments from class and teacher. Groups reform and are given (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can develop their own advertisements and critique each other's products. (See Activity #59)
- Activity #57 studies alcohol ads to learn reasons people drink.
- If a group finds nothing misleading in its ad, it can adapt it into a misleading ad and have it analyzed by another group.

EVALUATION METHODS:

- Students analyze a new alcohol advertisement along the lines outlined above. Students split into pairs and compare their analyses.
- Students respond to teacher's written and/or oral questions on alcohol advertisements.

ACTIVITY (CONT'D):

new written instructions to:

1. Compose a letter to the advertising agency that produced the ad and/or to the alcohol beverage company whose product is being advertised. These letters should:
   - point out any false, unprovable and unproven claims the ad makes
   - ask how the agency and/or company defends any such misrepresentation
   - request a written reply,
   - or, if ad is not misleading, write letter complimenting the agency.

2. Compose a second letter to send to a consumer protection agency. This letter should:
   - point out any false, unprovable and unproven claims the ad makes
   - ask what the agency can do about any such misrepresentation
   - ask what, if anything, private citizens can do
   - request a written reply

Decide to whom to send your letter by consulting phone book and teacher. Three possibilities are:

Radio Code of Good Practices
National Association of Broadcasters
1771 N Street, N.W.
Washington, D.C.

Television Code of Good Practices
National Association of Broadcasters
1771 N Street, N.W.
Washington, D.C.

ACTIVITY (CONT'D):

Consumers' Union
256 West Street
Mount Vernon, N.Y. 10550

Before mailing letters, groups read them to class for comments from other students and teacher about possible revisions. (1-2 classes)

REFERENCE #: 1
CONTENT REFERENCE: 163-164
CLASS TIME: 1-2 periods

ACTIVITY #: 59
TOPIC: Attitudes and Reasons
METHOD: Drama: role play

CORE ACTIVITY:

Students pretend they are alcohol advertisers or anti-alcohol advertisers and create their own alcohol or anti-alcohol ads.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the effects of alcohol advertising on people's attitudes and behaviors in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, analyzing, empathizing.

OTHER: Students need to have already studied alcohol advertising techniques, as in Activity #57 and #58.

ACTIVITY:

Students take the role of alcohol advertisers or anti-alcohol advertisers and create ads to influence various types of people to drink or abstain.

Class divides into small groups and is given written and oral instructions to:

1. Pretend you are the heads of an advertising company. Decide first:
   (a) whether you want to persuade or influence people to drink or not to drink.
   (b) whom you want to persuade. For example, you may want to persuade:
      - young businessmen who want to get ahead
      - middle-aged housewives who want to stay young
      - teenage football players
      - swinging college girls
      - hard-working factory workers
      - some other group of people you choose.
   (c) decide, if you want them to drink, whether you want them to drink wine, beer or whiskey. (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Based on the groups' advertisements, students explain orally or in writing why they think people drink or abstain.
- Students role play or write lecture by an advertising executive giving a speech to a group of new junior employees on how to influence people to drink or abstain.
- Students role play or write the dialogue to scenario in which a person who believes in ads against drinking argues with someone who believes in ads for drinking.

ACTIVITY (CONT'D):

If you don't want them to drink, decide which kind of alcohol you don't want them to drink.

2. Now create your ad. Use any materials you want, including songs, pictures and dialogue. (1-1½ classes)

Upon completion of advertisements, each group presents its ad to the class and responds to comments and criticisms from class and teacher. Teacher directs discussion to what ads reveal about why people drink or abstain and raises issue of whether people should influence others to drink and/or abstain. (½ class)

REFERENCE #: 1 ACTIVITY #: 60

CONTENT REFERENCE: NA TOPIC: Attitudes and Reasons

CLASS TIME: 1 period METHOD: Drama: role play

CORE ACTIVITY:

Students role play different scenarios involving alcohol.

OBJECTIVE:

Activity is designed to help reveal student concerns about and attitudes toward alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, empathizing, decision-making.

OTHER: This Activity is useful as an introduction to the unit to enable the teacher to discover student concerns about and attitudes toward alcohol.

ACTIVITY:

Students role play different scenarios involving alcohol use such as those suggested on the following page or any of those described in the role play section of each topic. Participants read their profiles to the class and then describe how they felt while role playing. Observing students discuss after each role play how they might have acted.

As soon as possible, even after one role play, students break into small groups. Each group is instructed to create its own scenario which is then role played by another small group.

Upon completion of role plays, students and teacher extrapolate what seem to be the students' attitudes toward alcohol as revealed by the scenarios they developed and the ways they role played them. This can be done only by discussing the role plays with the students, because each is subject to different interpretations. For example, if the "married man" willingly buys the "minor" the champagne, this may indicate the man trusts him or feels sorry for him. If the parent punishes his "son" severely, this may indicate a real concern for his well-being or a lack of trust in his responsibleness.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #78-#80 are related activities for discovering student concerns.

EVALUATION METHODS:

- Students repeat role plays at end of unit of study and see what alterations they have introduced.

SAMPLE ROLE PROFILES

Minor Buying

You are a 15-year-old girl (boy) and you want to celebrate your boy (girl) friend's birthday by sharing a bottle of champagne. You have just been refused service in a package store. On the way out a kindly looking man who watched you as you were refused holds the door for you. He had been buying, too. You figure, as you both step out the door, that he might buy for you. You'd even offer him a dollar to do it for you if you had to. What do you do? You just have to have that bottle.

Adult Solicited

You are a 22-year-old married man buying some beer at a package store for a party you're having tonight. You've been watching a young girl (boy) refused service because she (he) is too young. She (he) looks about 14. You hold the door open for her (him) as you both walk out.

Father

You have just caught your 15 -year-old son in the park at 9:30 p.m. drinking beer with two friends. A neighbor called you to let you know about it. At home you've permitted him to drink a ½ glass of beer on occasion, but that's all. You get out of your car and walk over to him. What, if anything, do you say and/or do?

Son or Daughter

Your parents have allowed you to drink a ½ glass of beer on occasion, but you wanted to see what it's like to drink a few. A friend of yours got some beer from his older brother and you've been sitting in the park drinking after dinner. You're working on your third beer and feeling very silly and giggly. All of a sudden, your father walks up to you. What, if anything, do you say?

Problem Drinker

You have been drinking more and more often, so that now you have a half a six pack when you get up in the morning to get rid of the hangover you got from the previous evening's drinking. Then you go to work and manage to function as a delivery truck driver, but you stop once to three times for a few beers during the day. At night you polish off two more six packs. You're coming in for help to a social agency because your wife left you two days ago with your three children and you're lonely and miserable. What do you say?

Social Worker

You are a social worker and a gentleman has just walked in and sat down. All you know is that he told the receptionist he had come about a drinking problem and family troubles. Your job is to help this man in any way that you can, by offering him suggestions of what to do. What do you tell him?

ADDITIONAL SAMPLE SCENARIOS

Your boyfriend at a party starts to get drunk. You know this is happening. What, if anything, do you say and do? How does he respond?

You are leaving a party and are offered a ride home by your best friend who is drunk. What, if anything, do you do or say? How does your friend respond?

You have just lost your job from drinking too much and missing work due to hangovers. You go to a social welfare agency for help. What do you say? What does the social worker say or recommend?

You go home with your friend after school and find his mother drunk. What, if anything, do you say to your friend? What does the friend do? What does the mother say?

Your class is going on a field trip. Each student must pay $1.50. You ask your parents, but there is no money because of your father's heavy drinking. What do you do, say? What do the parents say?

Your father has been drinking beer all day while he watched the ball game on TV. Now he has decided to drive across town for a pizza. There is no one else at home. What do you say or do? How will he respond?

Your mother just got home from an afternoon of cards with 'the girls.' She smells of liquor and had trouble getting in the front door. She has had the family car for the day, so now she is getting ready to drive to pick your father up at work. There is no one else at home. What do you say or do? How will she respond?

SAMPLE SCENARIOS

Your parents are away, and you have a friend visiting. He suggests you both try "a little" of the liquor in the house. What do you both do or say?

You have tried your parents' liquor, quite a bit, without their knowledge. They come home and find you acting "funny." What happens?

You want to see what will happen if you put alcohol in your cat's water. Your cat goes tearing through the house, causing damage. Your mother finds out what happened and you two talk it over. What is said?

In a park near your home, an intoxicated man tries to be friendly with you. What do you both do and say?

You are selling candy for Boy Scouts/Girl Scouts. When you ring, an intoxicated lady comes to the door. What do you both say?

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2-7 periods

ACTIVITY #: 61
TOPIC: Attitudes and Reasons
METHOD: Independent Study

CORE ACTIVITY:

Class splits up into small groups to engage in different independent research projects on why people drink.

OBJECTIVE:

Objective depends on research projects stated.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, questioning, reading, evaluating.
OTHER:

ACTIVITY:

The teacher passes out to students a list (with brief sketches of what is involved in each) of research activities students can pursue, such as:

- studying use of alcohol in cooking. (Activity #62)
- interviewing people about their attitudes toward problem drinking. (Activity #63)
- interviewing newspapermen on alcohol issues. (Activity #64)
- interviewing package store owners on sales. (Activity #65)
- polling people on what constitutes responsible drinking. (Activity #66)
- polling people on how much and why people drink. (Activity #67)
- polling people on how they learned about alcohol. (Activity #68)
- keeping a list of one's exposure to alcohol for one day. (Activity #69)
- researching attitudes toward drunken behavior as expressed in the mass media. (Activity #70)
- researching attitudes of the Bible toward alcohol. (Activity #71)
- researching attitudes of poets toward alcohol. (Activity #72) (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

In many cases groups can write articles based on their research findings for submission to school and community newspapers.

EVALUATION METHODS:

Each research group, in consultation with the teacher, creates its own evaluation methods.

ACTIVITY (CONT'D):

- researching Shakespeare's attitudes toward alcohol. (Activity #73)
- researching attitudes toward relationship between alcohol and sex. (Activity #74)
- watching package stores to learn community's drinking patterns. (Activity #75)

Students and teacher add other independent study topics to this list. Students take the list home to select which topics they would like to study. Next class they form small groups of from 1 to 5 students around topics that concern them. These groups conduct the research along the lines suggested in the above Activities. After completing research, groups prepare and present reports to class that indicate what they have learned.

Students should be encouraged to be imaginative in their presentation, by using audiovisual aids, props, charts, guest speakers, and other exciting reporting techniques.

REFERENCE #: 1 **ACTIVITY #:** 62
CONTENT REFERENCE: 174-175 **TOPIC:** Attitudes and Reasons
CLASS TIME: 2 periods, plus OCT **METHOD:** Independent Study: cooking

CORE ACTIVITY:

Students study use of alcohol in cooking and its food value.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, researching.

OTHER: Activity can be tied in with the study of different countries' and ethnic groups' use of alcohol. See Activity # 179.

ACTIVITY:

A small group of students researches the use of alcohol in cooking and alcohol's food value. Possible research methods include:

- researching literature
- seeking out relevant recipes from cookbooks
- cooking some of the dishes at home and bringing them to class for tasting
- asking other students to ask their mothers or cooking teachers and classes to cook dishes requiring alcohol and bring them to class
- taking notes on or collecting the menus of several French restaurants
- interviewing chefs of French restaurants
- watching TV cooking shows such as Julia Child and the Galloping Gourmet
- consulting home economics teacher, nutritionist, and/or dietitian

The group takes responsibility for dividing up the research work. (½ class)

Group prepares report (1 class) and presents it (and foods for tasting) to class, responding to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- This can be conducted as a class activity or as a written research report.
- Activity is useful in a study of alcohol's effects (food value, taste).

EVALUATION METHODS:

- Students pretend they are writing the "introduction" to a French cookbook and explain the value of using certain alcoholic beverages in cooking. To the satisfaction of the research group and the teacher.
- Students role play or write dialogue to scenario in which a reporter "interviews" a French chef on his use of alcohol.

REFERENCE #: 1 **ACTIVITY #:** 63

CONTENT REFERENCE: NA **TOPIC:** Attitudes and Reasons

CLASS TIME: 1 period, plus OCT **METHOD:** Independent Study: interview

CORE ACTIVITY:

Students interview people about their attitudes toward problem drinkers.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing.

OTHER: Activity #53 or #213 on students' own attitudes toward drunk people can precede this one. For some questions, students will also need to have gained a minimal understanding of who alcoholics are. See Activity #211.

ACTIVITY:

Students pair up to interview neighbors and/or strangers about their attitudes toward problem drinking. The teacher suggests local places to visit to conduct interviews, such as laundromats, sandwich shops, and bowling alleys where students might go alone with ease and parental approval.

Each pair of students creates its own list of questions, such as:

1. Would you permit your daughter (son) to visit a friend whose mother is an alcoholic? Why?
2. Do you feel alcoholism is a disease or a crime? Why?
3. Do you feel it is wrong for people to get drunk? Why?

Teacher may wish to duplicate a page which includes one of the above questions and have students add questions to the page and then use it for note-taking during their interviews.

After conducting 5-8 interviews, each pair reports its results to the class and responds to questions and comments from class and teacher. During these reports teacher develops a chart on the blackboard which tabulates the various responses (yes, no, uncertain) and categorizes the reasons for them (fear, disgust, sym-

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students respond to teacher's written and/or oral questions about the community's attitudes toward problem drinking.

ACTIVITY (CONT'D):

pathy, apathy, etc.). This latter exercise will require interpretation by students on what they think is the basis for the reasons given by an interviewee.

REFERENCE #: 1 **ACTIVITY #:** 64

CONTENT REFERENCE: NA **TOPIC:** Attitudes and Reasons

CLASS TIME: 4½ - 8 periods, plus OCT **METHOD:** Independent Study: interview

CORE ACTIVITY:

Students study position of press on alcohol issues by interviewing newspapermen and reading newspapers.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, evaluating, getting involved.

OTHER: Students must have already studied alcohol areas such as alcoholism, laws, and attitudes before engaging in this Activity.

ACTIVITY:

A small group of students selects a local newspaper and divides up responsibility for culling past issues for articles and editorials on alcohol problems. The group uses articles it gathers as springboard for drawing up a list of questions to ask the paper's editor and/or journalists. Sample questions include:

1. Do you feel the press should actively advocate any or all of the following:
   - better alcoholism treatment facilities?
   - more (or less) arrests for public drunkenness?
   - alcohol education in the schools?
   - a ban on alcohol advertising in the state?
   - other ....
2. Have you actively supported any of these positions?
3. Why didn't you support..................in your editorial of July 27, 1971?

Group solicits additional questions from classmates. Students divide up responsibility for research in newspapers. (½ class)

After conducting research and interviews, the group writes up its findings into an article for submission to the school newspaper and the newspaper it studied or another community newspaper. (1-2 classes) (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- At end of Activity, group can reform and write an "editorial" praising or attacking one other group's editorial position.
- Two or more small groups can interview different newspapermen and research the role of different newspapers in alcohol areas. (over)

EVALUATION METHODS:

- Students write an "editorial" they would like a newspaper to publish on any alcohol issue that they feel newspapers should take a stand on. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on the press and alcohol issues. To the satisfaction of the research group and the teacher.

ACTIVITY (CONT'D):

Group prepares an analytical and critical report (1 class) and presents it to class responding to questions and comments from class and teacher. (½ class)

Class breaks into small groups and is given written instructions to:

1. Imagine your group is the editorial staff of your community newspaper. You have gathered together to establish a newspaper editorial policy for alcohol issues. Decide:
   (a) what public positions you plan to take in editorials on which alcohol issues. How often will you run editorials on them?
   (b) will you run any "feature articles" on any alcohol problem areas? If so, which ones?
2. Write your first editorial in which you state your new editorial policy on alcohol issues for your readers. (1-3 classes)

Groups report their editorial policies and lead articles to class and respond to questions and comments from class and teacher. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be an individual written research report.
- A newspaper editor or journalist can be invited to class to discuss the press and alcohol issues.
- Class can perform second half of Activity (writing editorials) without preceding it with small group interview.

REFERENCE #: 1 ACTIVITY #: 65
CONTENT REFERENCE: 198-201 TOPIC: Attitudes and Reasons
CLASS TIME: 3-4 periods, plus OCT. METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview package store owners to determine how much alcohol is consumed in their community.

OBJECTIVE:

Students demonstrate knowledge of how much and what people drink in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing, writing.

OTHER: Parental and/or administration permission may be necessary for this Activity.

ACTIVITY:

A small group of students draws up a list of questions to ask package store owners or salesmen. Additional questions are solicited from classmates. Sample questions include:

1. Approximately how many bottles of each kind of alcohol do you sell in a week? How much does it vary according to holidays and seasons?
2. Are more of your customers men or women? young, middle age or old? Do they seem to buy different things depending on their sex and/or age?
3. How many times a week do you refuse to serve minors? Has this number been increasing in recent years? How many i.d.'s do you check a week and what percentage of them turn out to be owned by adults?

Students consult yellow pages for package stores near them and divide up responsibility for the interviews. (½ class) The teacher may need to call ahead to alert the stores to the legitimacy of the interviews.

After conducting the interviews, the group tabulates results and analyzes who buys what in terms of age and sex, location of store, size, etc. From these figures, and with teacher's assistance, group can approximate the consumption habits for the entire

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #75 on watching package store sales is a related Activity.
- Activity can be conducted as a class activity. Or two or more small groups can conduct different interviews and compare (over)

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a reporter "interviews" a package store salesman on the community's drinking habits. To the satisfaction of the research group and the teacher.
- Students role play typical members of the community in terms of age and sex and "ask" to purchase from a package store salesman the types and quantity of alcohol these typical members normally buy. To the satisfaction of the research group and the teacher.

ACTIVITY (CONT'D):

community. (1-2 classes) Group prepares report (1 class) and presents it to class responding to questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

results, or it can be an independent written research report.

- A salesman or owner can be invited to talk to the class.

REFERENCE #: 1 **ACTIVITY #:** 66
CONTENT REFERENCE: NA **TOPIC:** Attitudes and Reasons
CLASS TIME: 3-5½ periods **METHOD:** Independent Study: poll

CORE ACTIVITY:

Students conduct poll on what people think constitutes responsible drinking behavior.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing, influencing.
OTHER:

ACTIVITY:

A small group of students conducts a poll on what people think is responsible drinking behavior. Group decides to whom to administer the poll, such as parents, other adults, other students, teachers or people in specific agencies, such as Departments of Alcoholism or Mental Health. Group then draws up a list of questions to ask, such as:

1. Is getting drunk on Friday nights at a card game and not driving home responsible drinking behavior?

   Yes No

2. Is having a martini before lunch or highball before dinner and a nightcap before bed responsible drinking behavior?

   Yes No

Group also decides what relationships it wants to analyze between alcohol use and such factors as age, sex, drinking experience and habits and political affiliation. Finally, it tests poll on own class. (1-1½ classes)

After conducting poll, group tabulates results and analyzes relationships between alcohol and other factors. (1-3 classes) (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Follow-up discussion can be held on what class feels constitutes responsible drinking behavior. (See Activity # 52)
- Two or more small groups can conduct Activity and compare findings; or an entire class can engage in it.

EVALUATION METHODS:

- Students engage in Activity # 52, a discussion of responsible drinking behavior.

ACTIVITY (CONT'D):

It then prepares report on findings (½ class) and presents it, responding to questions and comments from class and teacher. (½ class)

REFERENCE #: 1

ACTIVITY #: 67

CONTENT REFERENCE: 196-202

TOPIC: Attitudes and Reasons

CLASS TIME: 3-6 periods, plus OCT

METHOD: Independent Study: poll

CORE ACTIVITY:

Students write and conduct poll to determine why and how much people drink.

OBJECTIVE:

Students demonstrate knowledge of how much, what, and why people drink in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, analyzing, writing.

OTHER: Administration and/or parent approval may be necessary for this Activity.

ACTIVITY:

A small group of students decides what questions about alcohol use it would like to ask and whom it would like to ask. Group solicits additional questions from classmates. Sample questions include:

1. For which of the following reasons do you most often drink; list in order of frequency:
   - relaxation
   - taste
   - to be sociable
   - to act grown up
   - to get high

2. How many of each of the following did you drink last month?
   - beers
   - glasses of wine
   - martinis
   - shots of whiskey
   - mixed drinks

The group decides what other data to seek in order to study the relationships between drinking and such factors as sex, age, ethnic group and political affiliation. (½-1 class) Group tests

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write an article based on its findings and submit it to school and community newspapers.
- Students can compare results with those of other surveys reported in Bacon and Jones, Teen-Age Drinking, pp. 35 ff.
- Similar polls can be conducted to determine: (over)

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a sociologist "interviews" a man-in-the-street on his drinking habits. To the satisfaction of the research group and teacher.
- Students respond to teacher's written and/or oral questions on poll.

ACTIVITY (CONT'D):

poll by administering it to own class. (½ class) After writing and administering poll, group collates results and makes correlations. Group prepares evaluative report of findings and presents it to class and responds to questions and comments from class and teacher. (2-4½ classes)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

1. why people who don't drink abstain
2. what attitudes people have toward alcohol use
3. how and when adults and students learn(ed) about alcohol.

- Two or more small groups can conduct polls and compare results. Activity can be an independent written research report.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 3-5 periods

ACTIVITY #: 68
TOPIC: Attitudes and Reasons
METHOD: Independent Study: poll

CORE ACTIVITY:

Students conduct poll on how people learned about alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, questioning, analyzing.
OTHER: Parental and/or administration permission may be necessary for engaging in this Activity.

ACTIVITY:

A small group of students conducts poll of how other people learned about alcohol. Group first decides whom it wants to poll, such as parents, teachers, or older students. Group then draws up a list of questions to ask, such as:

1. Where did you learn most of what you know about alcohol? from: (circle as many as apply)
   parents television radio brothers and sisters
   friends yourself school books movies drinking

2. From which of these sources would you have liked to learn more about alcohol?
3. Which, if any, of these sources, did you learn the most incorrect information from?

Group decides what relationships it wishes to compare, such as by age, sex, and drinking experience and habits. Group administers poll to class as "dry run." (½-1 class) After conducting poll, group tabulates results and makes correlations. (1-3 classes)

Group prepares (1 class) and presents report to class of findings including an evaluation of the best methods for educating people about alcohol. Group responds to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct polls and compare findings; or Activity can be conducted by an entire class.

EVALUATION METHODS:

- Students role play educator being "interviewed" on how people learn and learn best about alcohol. To the satisfaction of the research group and the teacher.

REFERENCE #: 2-1
CONTENT REFERENCE: 163-164
CLASS TIME: ½-1 period

ACTIVITY #: 69
TOPIC: Attitudes and Reasons
METHOD: Independent Study: research

CORE ACTIVITY:

Students keep a written list of their exposure to alcohol for one or more days.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, evaluating.

OTHER:

ACTIVITY:

Students volunteer to keep a detailed written list of their exposure to alcohol for a given period of time such as one day, two days or a week. Examples of exposure that students and teacher can add to are:

1. advertisements on TV, radio, and billboards
2. liquor trucks, package stores and bars
3. references in conversations participated in or overheard
4. drinking or seeing people drinking in reality or in movies and on TV

After collecting exposure references, students read off their results to the class and total the type and number of exposures. Class then discusses what influence such exposure probably has on teenagers and adults and why.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- An entire class can conduct this Activity or it can be assigned as written homework report.
- Different students can be assigned to watch TV at different times and keep a record of all references to alcohol. Class can analyze results in terms of TV's influence on drinking attitudes.

EVALUATION METHODS:

- Students write short biographies of "a day in the life of" a classmate that list all probable contacts with alcohol and suggest what their effect might be and why. To the satisfaction of the research group and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2-4 periods, plus OCT

ACTIVITY #: 70
TOPIC: Attitudes and Reasons
METHOD: Independent Study: research

CORE ACTIVITY:

Students research American attitudes toward drunken behavior as expressed in the mass media.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate constructive feelings they can have when they are with someone who is drinking in order to develop constructive attitudes toward the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, analyzing.
OTHER:

ACTIVITY:

A small group of students, with the teacher's assistance, lists research methods for learning about American attitudes toward drunken behavior as expressed in the mass media. Research can include:

- watching appropriate TV shows and movies and listening to radio
- interviewing other students and adults who have seen contemporary movies dealing with alcohol issues
- surveying American humor involving drinking. (see Activity #44)

The group divides up responsibility for the research. (½ class)

After conducting the research, the group discusses and analyzes which attitudes encourage, discourage, tolerate or overlook drunken behavior. For example, does America's humorous attitude toward drunken behavior encourage or overlook a serious social problem? Group writes letters to appropriate writers, columnists and humorists commending or criticizing their attitudes and requesting replies. (1-2 classes) Group organizes findings into a critical report and presents it to class, responding to questions and comments from class and teacher. (1-1½ classes)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct this research and compare findings.
- Activity can be conducted as a class activity, or it can be an individual written research report.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a foreign correspondent "interviews" an American sociologist about American attitudes toward drunken behavior. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on American attitudes toward drunken behavior.

REFERENCE #: 1 ACTIVITY #: 71

CONTENT REFERENCE: NA

TOPIC: Attitudes and Reasons

CLASS TIME: 2-3 periods, plus OCT

METHOD: Independent Study: research

CORE ACTIVITY:

Students research attitudes of the Bible toward alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating.

OTHER:

ACTIVITY:

A small group of students researches attitudes toward alcohol found in the Bible. The next four pages list Biblical references to alcohol and include sample passages. The group looks up passages as homework or in class and compiles a list of Biblical attitudes and behaviors regarding alcohol, distinguishing the Old Testament from the New. The group also compiles a list of accurate and inaccurate statements from the list of quotations. (½-1 class)

After conducting their research, the students prepare (1 class) and present an analytical report to the class and respond to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct this Activity and compare findings. Or Activity can be an individual written research report.
- Students can interview clergymen and compare contemporary religious views on alcohol with those expressed in the Bible. (See Activity #181)

EVALUATION METHODS:

- Students write how attitudes toward alcohol found in the Bible are similar to or different from theirs and why. To the satisfaction of the research group and the teacher.
- Students role play or write the dialogue to scenario in which they assume the character of a Biblical figure being "interviewed" by a Roman Soldier or Egyptian lord about his attitudes toward alcohol. To the satisfaction of the research group and the teacher.
- Students read and evaluate Should Christians Drink? by Everett Tilson (Abington Press: New York, 1957).

Noah was the first tiller of the soil. He planted a vineyard; and he drank of the wine, and became drunk, and lay uncovered in his tent. And Ham, the father of Canaan, saw the nakedness of his father, and told his two brothers outside. Then Shem and Japheth took a garment, laid it upon both their shoulders, and walked backward and covered the nakedness of their father; their faces were turned away, and they did not see their father's nakedness. When Noah awoke from his wine and knew what his youngest son had done to him, he said,

"Cursed be Canaan;
a slave of slaves shall he be to his brothers."

--Genesis 9:20-25

Wine is a mocker, strong drink a brawler;
and whoever is led astray by it is not wise.

--Proverbs 20:1

Be not among winebibbers,
or among gluttonous eaters of meat;
for the drunkard and the glutton will come to poverty,
and drowsiness will clothe a man with rags.

--Proverbs 23:20-21

Who has woe? Who has sorrow?
Who has strife? Who has complaining?
Who has wounds without cause?
Who has redness of eyes?
Those who tarry long over wine,
those who go to try mixed wine.
Do not look at wine when it is red,
when it sparkles in the cup
and goes down smoothly.
At the last it bites like a serpent,
and stings like an adder.
Your eyes will see strange things,
and your mind utter perverse things.
You will be like one who lies down in the midst of the sea,
like one who lies on the top of a mast.

"They struck me," you will say, "but I was not hurt;
they beat me, but I did not feel it.
When shall I awake?
I will seek another drink."
--Proverbs 23:29-35

It is not for kings, O Lemuel,
it is not for kings to drink wine,
or for rulers to desire strong drink;
lest they drink and forget what has been decreed,
and pervert the rights of all the afflicted.
Give strong drink to him who is perishing,
and wine to those in bitter distress;
let them drink and forget their poverty,
and remember their misery no more.
--Proverbs 31:4-7

Woe to those who rise early in the morning,
that they may run after strong drink,
who tarry late into the evening
till wine inflames them!
They have lyre and harp,
timbrel and flute and wine at their feasts,
but they do not regard the deeds of the LORD,
or see the work of his hands.
--Isaiah 5:11-12

Woe to the proud crown of the drunkards of Ephraim
and to the fading flower of its glorious beauty;
which is on the head of the rich valley
of those overcome with wine!
The proud crown of the drunkards of E'phraim
will be trodden under foot;
and the fading flower of its glorious beauty,
which is on the head of the rich valley,
will be like a first-ripe fig before the summer:
when a man sees it, he eats it up
as soon as it is in his hand.

These also reel with wine
  and stagger with strong drink;
the priest and the prophet reel with
    strong drink,
  they are confused with wine,
  they stagger with strong drink;
they err in vision,
  they stumble in giving judgment.
For all tables are full of vomit,
  no place is without filthiness.
                --Isaiah 28:1,3-4,7-8

King Belshazzar made a great feast for a thousand of his lords, and drank wine in front of the thousand.

Belshazzar, when he tasted the wine, commanded that the vessels of gold and of silver which Nebuchadnezzar his father had taken out of the temple in Jerusalem be brought, that the king and his lords, his wives, and his concubines might drink from them. Then they brought in the golden and silver vessels which had been taken out of the temple, the house of God in Jerusalem; and the king and his lords, his wives, and his concubines drank from them. They drank wine, and praised the gods of gold and silver, bronze, iron, wood, and stone.

--Daniel 5:1-4

ACTIVITY #: 71

SEVENTY-FIVE BIBLE REFERENCES ON DRINKING*

1. Gen. 9:20-26
2. Gen. 19:30-38
3. Gen. 27:25
4. Lev. 10:9
5. Num. 6:3
6. Deut. 21:20
7. Deut. 29:2-6
8. Judg. 13:4, 7, 14
9. I Sam. 1:14-15
10. I Sam. 25:32-38
11. II Sam. 13:28-29
12. II Sam. 11:13
13. I Kings 16:8-10
14. I Kings 20:12-21
15. Esther 1:5-22
16. Job 1:18-19
17. Pr. 4:17
18. Pr. 20:1
19. Pr. 21:17
20. Pr. 23:21
21. Pr. 23:29-30
22. Pr. 23:31
23. Pr. 23:32
24. Pr. 23:33
25. Pr. 23:33
26. Pr. 23:34
27. Pr. 23:35
28. Pr. 23:35
29. Pr. 31:4-5
30. Pr. 31:6-7
31. Eccl. 2:3
32. Eccl. 10:17
33. Isa. 5:11-12
34. Isa. 5:22
35. Isa. 22:13
36. Isa. 24:9
37. Isa. 28:1
38. Isa. 28:3
39. Isa. 28:7
40. Isa. 28:7
41. Isa. 28:7
42. Isa. 28:7
43. Isa. 56:9-12
44. Jer. 35:5,6,8,14
45. Ezek. 44:21
46. Dan. 1:5, 8,16;10:3
47. Dan. 5:1
48. Dan. 5:2, 23
49. Dan. 5:5-9, 25-28
50. Dan. 5:3
51. Hos. 3:1
52. Hos. 4:11
53. Hos. 7:5
54. Joel 1:5
55. Joel 3:3
56. Amos 2:8
57. Amos 2:12
58. Amos 4:1
59. Amos 6:6
60. Nah. 1:10
61. Hab. 2:5
62. Hab. 2:15
63. Hab. 2:16
64. Matt. 24:48-51
65. Luke 1:15
66. Luke 12:45
67. Luke 21:34
68. Rom. 13:13
69. Rom. 14:21
70. I Cor. 6:10
71. I Cor. 11:25
72. Gal. 5:21
73. Eph. 5:18
74. I Thess. 5:7
75. I Tim. 3:3,8,11,12

* Holy Bible, King James Version with Concordance.

(Reproduced from "Notes on Alcohol Education for Teachers," published by Michigan Department of Public Health.)

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2-3½, plus OCT

ACTIVITY #: 72
TOPIC: Attitudes and Reasons
METHOD: Independent Study: research

CORE ACTIVITY:

Students research the attitudes of various poets toward alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, evaluating.

OTHER:

ACTIVITY:

A small group of students researches the attitudes of various poets toward alcohol by examining their poems. Sample poems include:

"Miniver Cheevy," by Edward Arlington Robinson
"Be Drunken," by Baudelaire
"Omar Khayyam," translated by Fitzgerald
"The Pardoner's Tale," by Chaucer
"The Prophet," by Kahlil Gibran

The group compares its readings and notes similarities and differences between poets. It also evaluates the ideas on alcohol in terms of accuracy and responsible attitudes. (1-2 classes)

Upon completion of research and evaluation, group prepares (½-1 class) and presents analytical and critical report to the class and responds to comments and questions from class and teacher. Report can involve the reading of one or more of the poems studied. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct the research, or an entire class can read and analyze the poems. Activity can also be an individual written research report.
- Activity #73 on researching Shakespeare's attitudes toward alcohol is a related Activity.

EVALUATION METHODS:

- Each student creates a poem of his own about alcohol. Each student analyzes one other student's poem. To the satisfaction of the author and the teacher.

REFERENCE #: 1 **ACTIVITY #:** 73

CONTENT REFERENCE: NA **TOPIC:** Attitudes and Reasons

CLASS TIME: 2 periods, plus OCT **METHOD:** Independent Study: research

CORE ACTIVITY:

Students research Shakespeare's attitudes toward alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, evaluating.

OTHER:

ACTIVITY:

A small group of students researches the attitudes of Shakespeare toward alcohol, and the role alcohol played in 16th-century England and compares these with contemporary attitudes and roles.

The group uses library reference books that list references in Shakespeare's works to "drink," "drinking," "drunk," and "drunkard." Some extended passages from Shakespeare dealing with alcohol appear on the following pages. The group divides up the research and decides, with the teacher's assistance, how it will take usable notes as it reads. (½ class)

Upon completion of the research, the group prepares and presents a report to the class, responding to comments and questions from class and teacher. (1½ classes)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct the research, or an entire class can engage in it. Activity can also be an individual written research report.

EVALUATION METHODS:

- Students role play or write the dialogue to scenario in which they are 16th-century English citizens being "interviewed" by 20th-century reporters on their drinking habits and attitudes. To the satisfaction of the research group and the teacher.
- Students respond to written and/or oral questions from the teacher on the drinking habits and attitudes of 16th-century Englishmen. To the satisfaction of the research group and the teacher.

Twelfth Night

Act I, Scene v

Enter Maria

Mar. Madam, there is at the gate a young gentleman much desires to speak with you.

Oli. From the Count Orsino, is it?

Mar. I know not, madam. 'Tis a fair young man, and well attended.

Oli. Who of my people hold him in delay?

Mar. Sir Toby, madam, your kinsman.

Oli. Fetch him off, I pray you. He speaks nothing but madman. Fie on him! (Exit Maria.) Go you, Malvolio. If it be a suit from the Count, I am sick, or not at home. What you will, to dismiss it. (Exit Malvolio.) Now you see, sir, how your fooling grows old, and people dislike it.

Clown. Thou hast spoke for us, madonna, as if thy eldest son should be a fool; whose skull Jove cram with brains!

Enter Sir Toby.

for -- here he comes -- one of thy kin has a most weak pia mater.

Oli. By mine honour, half drunk! What is he at the gate, cousin?

To. A gentleman.

Oli. A gentleman? What gentleman?

To. 'Tis a gentleman here. A plague o' these pickle-herring! How now, sot?

Clown. Good Sir Toby!

Oli. Cousin, cousin, how have you come so early by this lethargy?

To. Lechery? I defy lechery. There's one at the gate.

Oli. Ay, marry, what is he?

To. Let him be the devil an he will, I care not! Give me faith, say I. Well, it's all one. Exit.

Oli. What's a drunken man like, fool?

Clown. Like a drown'd man, a fool, and a madman. One draught above heat makes him a fool, the second mads him, and a third drowns him.

Oli. Go thou and seek the crowner, and let him sit o' my coz; for he's in the third degree of drink -- he's drown'd. Go look after him.

Clown. He is but mad yet, madonna, and the fool shall look to the madman. (Exit.)

Macbeth

Act II, Scene 3

Enter a Porter. Knocking within.

Porter. Here's a knocking indeed! If a man were porter of hell gate, he should have old turning the key. (*Knock*.) Knock, knock, knock! Who's there, i' the name of Belzebub? Here's a farmer that hanged himself on the expectation of plenty. Come in time! Have napkins enow about you; here you'll sweat for't. (*Knock*.) Knock, knock! Who's there, i' the other devil's name? Faith, here's an equivocator, that could swear in both the scales against either scale, who committed treason enough for God's sake, yet could not equivocate to heaven. O, come in, equivocator! (*Knock*.) Knock, knock, knock! Who's there? Faith, here's an English tailor come hither for stealing out of a French hose. Come in, tailor. Here you may roast your goose. (*Knock*.) Knock, knock! Never at quiet! What are you? But this place is too cold for hell. I'll devil-porter it no further, I had thought to have let in some of all professions that go the primrose way to the everlasting bonfire. (*Knock*.) Anon, anon! (*Opens the gate*.) I pray you remember the porter.

Enter MacDuff and Lennox.

MacDuff. Was it so late, friend, ere you went to bed, that you do lie so late?

Porter. Faith, sir, we were carousing till the second cock; and drink, sir, is a great provoker of three things.

MacDuff. What three things does drink especially provoke?

Porter. Marry, sir, nose-painting, sleep, and urine. Lechery, sir, it provokes, and unprovokes: it provokes the desire, but it takes away the performance. Therefore much drink may be said to be an equivocator with lechery: it makes him and it mars him; it sets him on and it takes him off; it persuades him and disheartens him; makes him stand to and not stand to; in conclusion, equivocates him in a sleep, and, giving him the lie, leaves him.

MacDuff. I believe drink gave thee the lie last night.

Porter. That it did, sir, i' the very throat on me; but I requited him for his lie, and, I think, being too strong for him, though he took up my legs sometime, yet I made a shift to cast him.

Othello

Act III, Scene iii

Enter Iago.

Cas. Welcome, Iago. We must to the watch.

Iago. Not this hour, Lieutenant; 'tis not yet ten o' th' clock. Our general cast us thus early for the love of his Desdemona; who let us not therefore blame. He hath not yet made wanton the night with her, and she is sport for Jove.

Cas. She's a most exquisite lady.

Iago. And I'll warrant her, full of game.

Cas. Indeed, she's a most fresh and delicate creature.

Iago. What an eye she has! Methinks it sounds a parley to provocation.

Cas. An inviting eye; and yet methinks right modest.

Iago. And when she speaks, is it not an alarum to love?

Cas. She is indeed perfection.

Iago. Well, happiness to their sheets! Come Lieutenant, I have a stope of wine, and here without are a brace of Cyprus gallants that would fain have a measure to the health of black Othello.

Cas. Not to-night, good Iago. I have very poor and unhappy brains for drinking. I could well wish courtesy would invent some other custom of entertainment.

Iago. O, they are our friends. But one cup! I'll drink for you.

Cas. I have drunk but one cup to-night, and that was craftily qualified too; and behold what innovation it makes here. I am unfortunate in the infirmity and dare not task my weakness with any more.

Iago. What, man! "Tis a night of revels. The gallants desire it.

Cas. Where are they?

Iago. Here at the door. I pray you call them in.

Cas. I'll do't, but it dislikes me. Exit

Iago. If I can fasten but one cup upon him.
With that which he hath drunk to-night already,
He'll be as full of quarrel and offence
As my young mistress' dog. Now my sick fool Roderigo,
Whom love hath turn'd almost the wrong side out.

To Desdemona hath to-night carous'd
Potations pottle-deep; and he's to watch.
Three lads of Cyprus -- noble swelling spirits,
That hold their honours in a wary distance,
The very elements of this warlike isle --
Have I to-night fluster'd with flowing cups,
And they watch too. Now, 'mongst this flock
    of drunkards
Am I to put our Cassio in some action
That may offend the isle

Enter Cassio, Montano, and Gentlemen;
(Servant with wine).

But here they come.
If consequence do but approve my dream,
My boat sails freely, both with wind and
    stream

Cas. Fore God, they have given me a rouse already.

Mon. Good faith, a little one; not past a pint, as I am a soldier.

Iago. Some wine, ho!

(Sings)
And let me the canakin clink, clink;
And let me the canakin clink,
  A soldier's a man;
  O, man's life's but a span
Why then, let a soldier drink.

Some wine, boys!

Cas. Fore God, an excellent song!

Iago. I learn'd it in England, where indeed they are most potent in potting. Your Dane, your German, and your swag-bellied Hollander -- Drink, ho! -- are nothing to your English.

Cas. Is your Englishman so expert in his drinking?

Iago. Why, he drinks you with facility your Dane dead drunk; he sweats not to overthrow your Almain; he gives your Hollander a vomit ere the next pottle can be fill'd.

Cas. To the health of our General!

Mon. I am for it, Lieutenent, and I'll do you justice.

Iago. O sweet England!

(Sings)
King Stephen was and a worthy peer;
  His breeches cost him but a crown;
He held 'em sixpence all too dear,
  With that he call'd the tailor lown.
  He was a wight of high renown,

And thou art but of low degree.
'Tis pride that pulls the country down;
Then take thine auld cloak about thee.

Some wine, ho!

Cas. Fore God, this is a more exquisite song than the other.

Iago. Will you hear't again?

Cas. No, for I hold him to be unworthy of his place that does those things. Well, God's above all; and there be souls must be saved, and there be souls must not be saved.

Iago. It's true, good Lieutenant.

Cas. For mine own part -- no offence to the General, nor any man of quality -- I hope to be saved.

Iago. And so do I too, Lieutenant.

Cas. Ay, but, by your leave, not before me. The lieutenant is to be saved before the ancient. Let's have no more of this; let's to our affairs. God forgive us our sins! Gentlemen, let's look to our business. Do not think, gentlemen, I am drunk. This is my ancient. This is my right hand, and this is my left. I am not drunk now. I can stand well enough, and speak well enough.

All. Excellent well!

Cas. Why, very well then. You must not think then that I am drunk. Exit.

Mon. To th' platform, masters. Come, let's set the watch.

Iago. You see this fellow that is gone before.
He is a soldier fit to stand by Caesar
And give direction; and do but see his vice.
'Tis to his virtue a just eqinox,
The one as long as th' other. 'Tis pity of him.
I fear the trust Othello puts him in,
On some odd time of his informity,
Will shake this island.

Mon. But is he often thus?

Iago. 'Tis evermore the prologue to his sleep.
He'll watch the horologe a double set
If drink rock not his cradle.

Mon. It were well
The General were put in mind of it.
Perhaps he sees it not, or his good nature
Prizes the virtue that appears in Cassio
And looks not on his evils. Is not this true?

Enter Roderigo.

Iago. (aside to him) How now, Roderigo?
I pray you after the Lieutenant, go!

Exit Roderigo.

Mon. And 'tis great pity that the noble Moor
Should hazard such a place as his own second
With one of an ingraft infirmity.
It were an honest action to say
So to the Moor.
Iago. Not I, for this fair island!
I do love Cassio well and would do much
To cure him of this evil.
(Within) 'Help! help!'
But hark! What noise?

Enter Cassio, driving in Roderigo.

Cas. Zounds, you rogue! you rascal!
Mon. What's the matter, Lieutenant?
Cas. A knave teach me my duty?
I'll beat the knave into a twiggen bottle.
Rod. Beat me?
Cas. Dost thou prate, rogue?
(Strikes him.)
Mon. Nay, good Lieutenant!
(Stays him.)
I pray you, sir, hold your hand.
Cas. Let me go, sir,
Or I'll knock you o'er the mazzard.
Mon. Come, come, you're drunk!
Cas. Drunk?
Iago. (aside to Roderigo) Away, I say! Go
out and cry a mutiny!
They fight
Exit Roderigo.

Exeunt (all but Iago and Cassio).
Iago. What, are you hurt, Lieutenant?
Cas. Ay, past all surgery.
Iago. Marry, God forbid!
Cas. Reputation, reputation, reputation! O, I have lost my reputation! I have lost the immortal part of myself, and what remains is bestial. My reputation, Iago, my reputation!

Iago. As I am an honest man, I thought you had receiv'd some bodily wound. There is more sense in that than in reputation. Reputation is an idle and most false imposition; oft got without merit and lost without deserving. You have lost no reputation at all unless you repute yourself such a loser. What, man! there are ways to recover the General again. You are but now cast in his mood -- a punishment more in policy than in malice, even so as one would beat his offenceless dog to affright an imperious lion. Sue to him again, and he's yours.

Cas. I will rather sue to be despis'd than to deceive so good a commander with so slight, so drunken, and so indiscreet an officer. Drunk? and speak parrot? and squabble? swagger? swear? and discourse fustian with one's own shadow? O thou invisible spirit of wine, if thou hast no name to be known by, let us call thee devil!

Iago. What was he that you follow'd with your sword? What had he done to you?

Cas. I know not.

Iago. Is't possible?

Cas. I remember a mass of things, but nothing distinctly; a quarrel, but nothing wherefore. O God, that men should put an enemy in their mouths to steal away their brains! that we should with joy, pleasance, revel, and applause transform ourselves into beasts!

Iago. Why, but you are now well enough. How came you thus recovered?

Cas. It hath pleas'd the devil drunkenness to give place to the devil wrath. One unperfectness shows me another, to make me frankly despise myself.

Iago. Come, you are too severe a moraler. As the time, the place, and the condition of this country stands, I could heartily wish this had not so befall'n; but since it is as it is, mend it for your own good.

Cas. I will ask him for my place again: he shall tell me I am a drunkard! Had I as many mouths as Hydra, such an answer would stop them all. To be now a sensible man, by-and-by a fool, and presently a beast! O strange! Every inordinate cup is unblest, and the ingredience is a devil.

Iago. Come, come, good wine is a good familiar creature if it be well us'd. Exclaim no more against it. And, good Lieutenant, I think you think I love you.

Cas. I have well approv'd it, sir. I drunk?

Iago. You or any man living may be drunk at a time, man. I'll tell you what you shall do. Our General's wife is now the General. I may say so in this respect, for that he hath devoted and given up himself to the contemplation, mark, and denotement of her parts and graces. Confess yourself freely to her. Importune her help to put you in your place again. She is of so free, so kind, so apt, so blessed a disposition she holds it a vice in her goodness not to do more than she is requested. This broken joint between you and her husband entreat her to splinter; and my fortunes against any lay worth naming, this crack of your love shall grow stronger than 'twas before.

Cas. You advise me well.

Antony and Cleopatra

Act II, Scene ii

Pom. Hast thou drunk well?
Menas. No, Pompey, I have kept me from the cup.
Thou art, if thou dar'st be, the earthly Jove.
Whate'er the ocean pales, or sky inclips,
Is thine, if thou wilt ha't.
Pom. Show me which way.
Menas. These three world-sharers, these competitors,
Are in thy vessel. Let me cut the cable;
And when we are put off, fall to their throats.
All there is thine.
Pom. Ah, this thou shouldst have done,
And not have spoke on't! In me 'tis villany;
In thee't had been good service. Thou must know,
'Tis not my profit that does lead mine honour;
Mine honour, it. Repent that e'er thy tongue
Hath so betray'd thine act. Being done unknown,
I should have found it afterwards well done,
But must condemn it now. Desist, and drink.
Menas. (aside) For this,
I'll never follow thy pall'd fortunes more.
Who seeks, and will not take when once 'tis offer'd,
Shall never find it more.
Pom. This health to Lepidus!
Ant. Bear him ashore. I'll pledge it for him, Pompey.
Eno. Here's to thee, Menas!
Menas. Enobarbus, welcome!
Pom. Fill till the cup be hid.
Eno. There's a strong fellow, Menas.
(Points to the Servant who carries off Lepidus.)
Menas. Why?
Eno. 'A bears the third part of the world, man; see'st not?

Menas. The third part, then, is drunk.
Would it were all.
That it might go on wheels!
Eno. Drink thou. Increase the reels.
Menas. Come
Pom. This is not yet an Alexandrian feast.
Ant. It ripens towards it. Strike the vessels, ho!
Here's to Caesar!
Caes. I could well forbear't.
It's monstrous labour when I wash my brain
And it grows fouler.
Ant. Be a child o' th' time.
Caes. Possess it; I'll make answer.
But I had rather fast from all four days
Than drink so much in one.
Eno. (to Antony) Ha, my brave emperor!
Shall we dance now the Egyptian Bacchanals
And celebrate our drink?
Pom. Let's ha't, good soldier.
Ant. Come, let's all take hands
Till that the conquering wine hath steep'd our sense
In soft and delicate Lethe.
Eno. All take hands.
Make battery to our ears with the loud music.
The while I'll place you; then the boy shall sing.
The holding every man shall bear as loud
As his strong sides can volley.
Music plays. Enobarbus places them hand in hand.

The Song.

Come, thou monarch of the vine,
Plumpy Bacchus with pink eyne!
In thy fats our cares be drown'd,
With thy grapes our hairs be crown'd.
Cup us till the world go round,
Cup us till the world go round!

Caes. What would you more? Pompey, good night. Good brother,
Let me request you off. Our graver business
Frowns at this levity. Gentle lords, let's part;
You see we have burnt our cheeks. Strong Enobarb
Is weaker than the wine, and mine own tongue
Splits what it speaks. The wild disguise hath almost

Antick'd us all. What needs more words?
Good night.
Good Antony, your hand.
Pom. I'll try you on the shore.
Ant. And shall, sir. -- Give's your hand.
Pom. O Antony,
You have my father's house -- but what? We
are friends!
Come, down into the boat.
Eno. Take heed you fall not.
(Exeunt all but Enobarbus and Menas.)
Menas, I'll not on shore.
Menas. No, to my cabin.
These drums! these trumpets, flutes! what!
Let Neptune hear we bid a loud farewell
To these great fellows. Sound and be hang'd,
sound out!
Sound a flourish, with drums.
Eno. Hoo! says 'a. There's my cap.
Menas. Hoo! Noble Captain, come.
Exeunt.

Twelfth Night

Act I, Scene iii

Enter Sir Toby and Maria.

To. What a plague means my niece to take the death of her brother thus? I am sure care's an enemy to life.

Mar. By my troth, Sir Toby, you must come in earlier o'nights. Your cousin, my lady, takes great exceptions to your ill hours.

To. Why, let her except before excepted!

Mar. Ay, but you must confine yourself within the modest limits of order.

To. Confine? I'll confine myself no finer than I am. These clothes are good enough to drink in, and so be these boots too. An they be not, let them hang themselves in their own straps.

Mar. That quaffing and drinking will undo you. I heard my lady talk of it yesterday; and of a foolish knight that you brought in one night here to be her wooer.

To. Who? Sir Andrew Aguecheek?

Mar. Ay, he.

To. He's as tall a man as any's in Illyria

Mar. What's that to th' purpose?

To. Why, he has three thousand ducats a year.

Mar. Ay, but he'll have but a year in all these ducats. He's a very fool and a prodigal.

To. Fie that you'll say so! He plays o' th' viol-de-gamboys, and speaks three or four languages word for word without book, and hath all the good gifts of nature.

Mar. He hath, indeed, almost natural! for, besides that he's a fool, he's a great quarreler; and but that he hath the gift of a coward to allay the gust he hath in quarrelling, 'tis thought among the prudent he would quickly have the gift of a grave.

To. By this hand, they are scoundrels and substractors that say so of him. Who are they?

Mar. They that add, moreover, he's drunk nightly in your company.

To. With drinking healths to my niece. I'll drink to her as long as there is a passage in my throat and drink in Illyria. He's a coward and a coystrill that will not drink to my niece till his brains turn o' th' toe like a parish top. What, wench! Castiliano vulgo! for here comes Sir Andrew Agueface.

REFERENCE #: 1 ACTIVITY #: 74

CONTENT REFERENCE: 142 TOPIC: Attitudes and Reasons

CLASS TIME: 1½-2½ periods, plus OCT METHOD: Independent Study: research

CORE ACTIVITY:

Students review contemporary literature, movies and TV to discover American attitudes toward the relationship between alcohol and sex.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's effects on sexual desire, behavior and image in order to make responsible decisions about drinking and sex.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, researching.

OTHER: Parent and administration sanction for this Activity may be necessary.

ACTIVITY:

A small group of students with the teacher's assistance, draws up a list of sources for a study of American attitudes toward alcohol and sex. Sources can include:

- television movies
- theatre movies
- radio
- fiction literature
- jokes and cartoons

These sources can be found in the Bibliography, in television guides and libraries.

The group then writes up a list of questions to which it is seeking answers, such as:

- Do Americans see alcohol as stimulating sexual activity?
- Do Americans seem to need alcohol to fully enjoy sex?
- Do American men feel their sexual appeal is heightened if they are "sophisticated" drinkers?
- Do men and women feel alcohol is used to seduce women and, if so, does it work?

The group divides up responsibility for the research. (½-1 class)

After conducting research, group prepares analytical and critical (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can do the research and compare findings.
- Activity can be conducted as a class activity.
- Activity # 105 on the effects of alcohol on sexual behavior and #91 on drinking and sexual image are related Activities.

EVALUATION METHODS:

- Students read one of the selections in the Bibliography (especially #s 115, 118, 160) and write a critique of whether this scene is typical of American attitudes toward sex and alcohol and why or why not. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on American attitudes toward alcohol and sex.

ACTIVITY (CONT'D):

report (½-1 class) and presents it to class responding to questions and comments from class and teacher. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: 198-201
CLASS TIME: 3½-4½ periods, plus OCT

ACTIVITY #: 75
TOPIC: Attitudes and Reasons
METHOD: Independent Study: research

CORE ACTIVITY:

Students watch package stores on a Friday or Saturday afternoon or evening to learn community's drinking patterns.

OBJECTIVE:

Students demonstrate knowledge of how much and what people drink in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, writing.

OTHER: Parent and administration permission may be required for this Activity.

ACTIVITY:

A small group of students looks up the addresses of package stores in the community. The group divides up responsibility for observing them. (½ class)

On a Friday or Saturday afternoon and/or evening they observe sales from the outside, keeping track of the number, age and sex of patrons, and approximate size and nature of their purchases, if possible. With teacher's assistance, students then extrapolate amount of alcohol purchased for the day, week and year by age, sex, and type of alcohol. (½ class)

Group writes article on findings for submission to school and community newspapers. (1-2 classes) Group prepares report (1 class) and presents it to class, responding to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct the research and compare findings. Or an entire class can conduct the research. Or Activity can be an individual written research report.
- Activity # 65 on interviewing package store owners is a related Activity.

EVALUATION METHODS:

- Students role play typical members of the community in terms of age and sex and "buy" from a package store salesman the types and quantity of alcohol these typical members normally buy. To the satisfaction of the research group and the teacher.

REFERENCE #: 1 ACTIVITY #: 76

CONTENT REFERENCE: 180-181, 197, 207-213 TOPIC: Attitudes and Reasons

CLASS TIME: 1-1½ periods, plus OCT METHOD: Reading and discussion

CORE ACTIVITY:

Students read and discuss fictional accounts of why people drink or abstain from alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating, influencing

OTHER: Activity is a good introduction to a unit on why people drink.

ACTIVITY:

Students read one or more fictional accounts of why people drink or abstain. Suggested readings appear on the following pages.

Upon completion of reading, students break into small groups and are given written instructions to discuss:

- the reasons given in the readings for why people drink (abstain).
- which, if any, of these reasons are good reasons for drinking (abstaining) and why. (½-1 class)

Groups report conclusions to class and respond to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or an individual written research report.

EVALUATION METHODS:

- Students write their own stories that describe why someone drinks (abstains). Each student reads and critiques one other student's story along the lines suggested in the above Activity small group discussion.
- Students respond to teacher's written and/or oral questions on why people drink (abstain).

Suggested readings from novels and plays that describe why people drink and abstain from alcohol.

Daly, Maureen: The Seventeenth Summer (Pocket Books, 1968). Story about the first love of a 17-year-old girl. On pages 163ff her boyfriend takes her to a Ratskeller where she has a coke. Her boyfriend suggests she try a bottle of beer and she gives in "for fun," even though she feels it is not "ladylike." After her second beer she becomes very talkative and laughs a lot, then sleepy. She feels later on that it was a wonderful evening. Very easy reading.

Fitzgerald, F. Scott: Tender Is the Night. Novel about a doctor with a drinking problem married to a mentally ill woman. Pp. 47-51 describe scene in which a man drinks to work up courage to participate in a duel. Mature reading.

Fitzgerald, F. Scott: This Side of Paradise. Autobiographical novel about a young man's student days at Princeton around 1915. Pp. 198-209 involve protagonist going on a bender for several days as a result of breaking up with a girl. Mature reading.

Hardy, Thomas: Jude the Obscure. Novel about a poor stonemason who tries to better himself and comes to ruin. Pp. 74-75 describe his feelings of worthlessness and resulting use of alcohol. Mature reading.

Hardy, Thomas: The Mayor of Casterbridge. Novel about a self-made man whose life is eventually ruined after a series of calamities. While drunk he sells his wife and daughter to a sailor and as a result swears off alcohol for twenty-one years. Chapters One and Two. Average reading.

Hemingway, Ernest: To Have and Have Not. Series of related incidents in the life of a small-boat captain. Pp. 183-222 describe scene in which a young man gets drunk after discovering his wife's infidelity. Easy reading.

Hemingway, Ernest: The Sun Also Rises. Novel about two friends in France and Spain between the wars and their trip to a bullfight in Spain. Both drink frequently for social reasons. Mature reading.

Joyce, James: Dubliners. Series of sketches of life in Dublin around 1900. Pp. 74-82 are set in a bar where much drinking takes place that is persistent but sociable. Very mature reading.

Mailer, Norman: The Naked and the Dead. Novel, somewhat autobiographical, about a Marine unit fighting in the Pacific during the Second World War. Pp. 155-162 describe scene in which soldiers drink due to tension and boredom of combat and one soldier refuses because he is afraid the liquor is poison. Easy reading.

Miller, Warren: The Cool World. Novel about a gang of ghetto blacks in New York City and their life, ending in a gang fight. Pp. 148-155 describe their drinking to work up courage to engage in the gang fight. Easy reading, but in ghetto dialect.

O'Casey, Sean: The Plough and the Stars. Play about the Irish revolution of 1916 and the IRA. Pp. 161-170 describe a bar where social drinking takes place. Very mature reading.

O'Neill, Eugene: The Long Voyage Home. Play about a sailor who plans to give up sailing and go home but is made drunk in a bar and dragged off to sea again. (Reason for inducing someone else to drink.) Very mature reading.

Sherburne, Zoa, Jennifer (Morrow, 1959). Story about a girl whose mother is an alcoholic. During the book she learns to cope with this type of family situation. Very easy reading.

Steinbeck, John: East of Eden. Novel about two generations of a turbulent family. Pp. 203-209 describe attempt by one member to make a house of prostitution madam drunk so she can take over the "business." (Reason for inducing someone else to drink.) Mature reading.

Uris, Leon: Battle Cry. Novel about Marine Corps in World War Two. Pp. 147-151 describe scene in which a Marine is made drunk by a girl who takes him to a hotel to steal his money. (Reason for inducing someone else to drink.) Easy reading.

Williams, John A: The Man Who Cried I Am. Novel about a black newspaper reporter's life ending in his murder for his discovery of a plot by the United States government to repress blacks. He drinks frequently to help kill the pain of a cancer as well as for other reasons. Mature reading.

Woody, Regina J., One Day at a Time (Westminster, 1968). Story about a thirteen-year-old girl whose mother is an alcoholic. Her mother denies having a drinking problem but eventually drinks herself unconscious and is taken to a hospital. Later the mother has a birthday party for the girl at which she, the mother, gets drunk in front of the girl's friends. Very easy reading.

Suggested readings from novels that describe why people drink or abstain from alcohol.

Daly, Maureen: The Seventeenth Sunmer (Pocket Books, 1968). Story about the first love of a 17-year-old girl. On pages 163ff her boyfriend takes her to a Ratskeller where she has a coke. Her boyfriend suggests she try a bottle of beer and she gives in "for fun," even though she feels it is not "ladylike." After her second beer she becomes very talkative and laughs a lot, then sleepy. She feels later on that it was a wonderful evening. Easy reading.

Mailer, Norman: The Naked and the Dead. Novel, somewhat autobiographical, about a Marine unit fighting in the Pacific during the Second World War. Pp. 155-162 describe scene in which soldiers drink due to tension and boredom of combat and one soldier refuses because he is afraid the liquor is poison. Mature reading.

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Woody, Regina J., One Day at a Time (Westminster, 1968). Story about a thirteen-year-old girl whose mother is an alcoholic. Her mother denies having a drinking problem but eventually drinks herself unconscious and is taken to a hospital. Later the mother has a birthday party for the girl at which she, the mother, gets drunk in front of the girl's friends. Easy reading.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period, plus OCT

ACTIVITY #: 77
TOPIC: Attitudes and Reasons
METHOD: Reading

CORE ACTIVITY:

Students read and discuss myths that involve alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternative attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating, influencing.

OTHER: Activity is a good introduction to a study of attitudes toward alcohol.

ACTIVITY:

Students read accounts of myths about alcohol use, such as:

Hamilton, Edith: Mythology (Mentor, 1971). Pp. 54-62 describe Dionysus, the Greek god of wine, and stories about him. Easy reading.

Homer: The Odyssey (several paperback editions). Chapter 14 describes how Odysseus makes a giant drunk and thereby escapes from his clutches. Easy reading.

After completing reading, students break into small groups and are given written instructions to discuss:

- the attitudes toward alcohol illustrated in each reading.
- whether students agree with the attitudes expressed and why.

Groups report conclusions to class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or an individual written research report.
- Activity #71 on the Bible is a related Activity.

EVALUATION METHODS:

- Each student writes a myth of his own about alcohol. Each student then reads and critiques along the lines suggested above one other student's myth.

REFERENCE #: 5-1 **ACTIVITY #:** 78
CONTENT REFERENCE: NA **TOPIC:** Attitudes
CLASS TIME: $\frac{1}{4}$-$\frac{1}{2}$ period **METHOD:** Writing

CORE ACTIVITY:

Students write their concerns about alcohol and alcohol safety.

OBJECTIVE:

Purpose of Activity is to discover student concerns.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing.
OTHER:

ACTIVITY:

The teacher asks students to anonymously write answers to questions designed to reveal their concerns about alcohol and alcohol safety. Sample questions include:

1. What personal problems have you or your friends experienced about alcohol? What, if anything, did you or they do about these problems?
2. What, if anything, are you concerned to learn about alcohol? Be specific.
3. Mention briefly some of the different attitudes people you know have toward alcohol. Are you interested in finding out what caused such attitudes?
4. Are you concerned at all about how your parents feel about alcohol and any rules they have about your drinking?

From the answers to these questions, the teacher can draw some conclusions about his students' concerns

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 60, #79 and #80 are also designed to reveal student concerns.

EVALUATION METHODS:

- Not applicable.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ¼-½ period

ACTIVITY #: 79
TOPIC: Attitudes
METHOD: Writing

CORE ACTIVITY:

Students create stories involving alcohol-related situations of their choosing.

OBJECTIVE:

Activity is designed to reveal students' concerns.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing
OTHER:

ACTIVITY:

Students are given instructions to write a fictional or true story (1-3 pages) that involves alcohol as the central element. If possible, the teacher should not suggest topics since this may influence what students write about.

Evaluation of the topics students write about and the ideas they express will reveal some of the students' concerns about alcohol and alcohol safety. For example, if several students write about scenes of family disruption due to alcohol abuse, this may indicate students are concerned about the effects of alcohol abuse on family life. If students write stories about having drunk alcohol in social settings with their parents, this may indicate familiarity with responsible alcohol use and lack of concern in this area. The tone in which these stories are written will indicate the presence or absence of concern as much as what is written about.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can be asked to write stories based on given situations, such as an adult cocktail party, students drinking in a park, a family with an alcohol member, etc.
- Activity #60, #78 and #80 are also designed to reveal student concerns.

EVALUATION METHODS:

- Not applicable.

REFERENCE #: 2-1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

ACTIVITY #: 80
TOPIC: Attitudes and Reasons
METHOD: Writing

CORE ACTIVITY:

Students respond to pictures of alcohol use.

OBJECTIVE:

Activity is designed to reveal student concern about and attitudes toward alcohol use.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: This Activity is useful as an introduction to the unit or as an evaluation of learnings in the unit.

ACTIVITY:

Students look at various pictures of alcohol use and are told to treat the scenes in the pictures as the middle of a story with an unknown beginning and end. Students write the beginning and end to two or three stories using depicted scenes of their choice as the middles. The teacher must provide a wide range of pictures covering all major areas of alcohol use, such as parents' catching children drinking, adults getting drunk, drunk husbands beating wives, families enjoying wine with dinner, use of wine in religious services, cocktails before dinner, etc.

The principle of this Activity, is that people often reveal their concerns and attitudes in what they create as the beginning and and ending of the stories. The teacher uses the results to determine student attitudes and concerns about alcohol and to decide what alcohol areas to take up in detail in the curriculum. For example, if students write about people who get drunk and into fights, this may indicate a concern about alcohol's effects on feelings and/or personal safety. Care must be taken in interpreting these results, since they are easily subject to misinterpretation. They are best used in conjunction with other Activities designed to elicit student concerns. (See below.)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #61, #78 and #79 are related Activities for learning about student concerns.

EVALUATION METHODS:

- Students write stories at the end of the curriculum and students and teacher compare results with stories written at the beginning. Each student writes an account of how the stories differ and tries to account for the differences.

REFERENCE #: 37-1
CONTENT REFERENCE: NA
CLASS TIME: ¼-1 period.

ACTIVITY #: 81
TOPIC: Attitudes
METHOD: Writing and discussion.

CORE ACTIVITY:

Students answer questions about the value of the course.

OBJECTIVE:

Activity is designed to help students and teacher learn whether the course objectives have been achieved.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, evaluating.

OTHER: Activity should follow any course on alcohol and alcohol safety.

ACTIVITY:

Students write response to questions designed to help reveal to them and to the teacher whether the course objectives were achieved and, insofar as they were not, how they can be in the future.

Sample questions appear on the following page.

After answering questions, class can discuss in small groups or as a class the value of the course and how to improve it based on the students' written responses.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can participate in writing questions for class to answer.

EVALUATION METHODS:

- Not applicable.

COURSE EVALUATION QUESTIONS FOR STUDENTS

1. What did you gain from this study? Check as many or few of the following as apply:

_____Only a review of well-known facts

_____A few new useful facts

_____Much new useful information

_____Better understanding of (teacher fills in what course covered)

_____Desire to go more deeply into study of (teacher fills in topics covered)

_____Some new and important attitudes toward (teacher fills in topics covered)

_____Change in my personal use of alcohol or my reactions to other people's use of alcohol

_____Other (Explain briefly)

2. From which part of the study do you feel you learned well?

_____Preparation of homework assignment

_____Individual reading

_____Oral reports

_____Written reports

_____Lectures

_____Role plays

_____Games

_____Individual projects

_____Guest speakers

_____Debates

_____Small group discussions

_____Class discussions

_____Field trips

_____Audiovisual aids

_____Other activities--list

3. What is your opinion concerning the amount of time spent in this study?

_____Too Much _____Too little _____About right

4. Which audiovisual aids were of most value?

5. From which books and pamphlets did you learn the most?

6. From which games did you learn the most?

7. From which role plays did you learn the most?

8. What questions or topics had you hoped would be included in the study but were not?

9. What suggestions do you have for improving the course?

10. Do you feel that there was unnecessary repetition in material covered in this class and that covered in another class or classes? If so, what materials?

11. What do you think are the greatest needs in alcohol education?

12. After having considered very carefully what you have learned during this alcohol study, have you changed your mind or made a choice concerning your personal use of alcohol? If so, what?

REFERENCE #: 1
CONTENT REFERENCE: 180-181, 196-213
CLASS TIME: ½-1 period

ACTIVITY #: 82
TOPIC: Attitudes and Reasons
METHOD: Writing

CORE ACTIVITY:

Students take written quiz or test on reasons people drink or abstain from alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain, the effects of alcohol advertising on people's attitudes and behaviors, and the relationship between alcohol use and maturity in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, describing.

OTHER: Activity should be supplemented by other types of evaluations. This Activity can also be used as a pre-test.

ACTIVITY:

Students write answers to written essay and multiple choice questions on reasons people drink and abstain from alcohol. Sample questions appear on the following pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation exercises on reasons people drink or abstain from alcohol. Answers to essay questions are in parentheses. Correct answers to multiple choice questions have been underlined.

In cases where students are asked to explain which reasons they feel are legitimate ones for drinking or abstaining and which are not, they should not be graded on whether their answers are "correct" or "incorrect" since there is room for a good deal of disagreement in this area. Rather, students should be graded, if graded at all, on the basis of how well they defend their positions.

A. Essay Questions

1. Why might someone continue to drink excessively even when he knows he's hurting himself?
   (hates himself, guilt feelings, to get attention, to hurt others)

2. What are the major reasons adults drink alcohol? Which do you believe are legitimate reasons, which are not and which can't you say for sure? Why? Support your answers.
   (escape problems, relieve anxiety, tradition, get "high", taste, celebrate, feel or appear mature, peer pressure, relax, be sociable, religious ceremonies)

3. What are the major reasons teenagers drink alcohol that are usually not reasons why adults drink? Which do you believe are legitimate reasons, which are not and which can't you say for sure? Why? Defend your positions.
   (rebellion, curiosity, kicks, act like adults)

4. What factors influence whether a person drinks, abuses alcohol or abstains? Which factors should influence people and which shouldn't? Why?
   (culture-ethnic group, religion, peer pressure, parents' attitudes and behavior, knowledge of effects)

5. What are the major reasons that explain why some people abstain from drinking? Which are legitimate reasons for abstaining? Why? Defend your positions.
   (taste, fear of dangers, has no good effects, religion, expense, dislike of artificial mood changers, indifference)

6. Have you actually used anything that you learned in the course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

B. Multiple Choice

1. Which of the following is the most important single influence on why people drink, abuse alcohol or abstain?
   (a) religious reasons
   (b) their parents' attitudes toward and use of alcohol
   (c) their knowledge of what harm alcohol can do
   (d) their financial position

2. People often drink alcohol for all of the following reasons except:

   (a) to participate in religious ceremonies
   (b) to be sociable
   (c) to relax
   (d) to gain weight
   (e) to celebrate occasions

3. Which of the following are reasons some people abstain from drinking:
   (a) they don't like the taste of alcohol
   (b) they are afraid of what alcohol might do to them
   (c) alcohol has no good effects on them
   (d) religious reasons
   (e) a and b
   (f) c and d
   (g) all of the above

4. Athletes:
   (a) should not drink at all
   (b) should drink only in strict moderation if at all.
   (c) should decide how much to drink depending on when their next game is and what effects alcohol may have on their ability to play
   (d) should feel free to drink as much as they want if their coach gives them permission

6. Most teenagers who have drunk alcohol first did so:
   (a) secretly, in hiding
   (b) when served by their parents
   (c) due to pressure from their friends
   (d) to get drunk

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

TOPIC: Attitudes
METHOD: Writing

ACTIVITY #: 83

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward drinking by answering attitude questionnaire.

OBJECTIVE:

Activity is designed to reveal student attitudes toward drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.
OTHER: This Activity can be used as a pre-test and/or post-test.

ACTIVITY:

Students answer a questionnaire designed to reveal their attitudes toward drinking. Sample questions appear on the following pages. For questions designed to evaluate student attitudes toward specific alcohol topics, see the following Activities:

Reasons people drink: Activity #85
Safety: Activity #16
Interpersonal situations: Activity #174
Problem Drinking and Alcoholism: Activity #243
Effects: Activity #115
Law and Custom: Activity #209
Alcohol Industry: Activity #134.

It may be useful for students to answer these attitude questions before studying alcohol to discover whether they lack attitudes toward particular alcohol areas that they should develop. Students can answer the attitude questions again at the end of a unit of study to determine if their attitudes have changed. The teacher, however, should keep in mind that students (like adults) may express attitudes to "get the 'right' answer" or to avoid stigmatization. To help avoid these pitfalls to accurate evaluation, all such tests should be anonymous. Students should also be told in advance that there are no right or wrong answers to attitude questions.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation questions to determine student attitudes toward alcohol use, abuse and abstinence. Answers may reflect tolerance or intolerance of abstention, alcohol use and alcohol misuse.

A. Short Answer:

1. Which, if any, of the following people are drinking too much? What makes you think so? (Be brief)
   - He goes bowling every Saturday night and ends up drunk but doesn't get into trouble.
   - He has a cocktail before dinner and a highball before bedtime.
   - She takes one drink and she has to keep drinking until she's drunk.
   - Every Friday they go out, get drunk, and look for a fight.
   - Whenever Sam's mother-in-law visits, he goes out drinking with his friends.
   - He has two martinis with lunch, a cocktail when he gets home from work, and a drink or two before bedtime.
   - Mr. and Mrs. Jones have half a bottle of wine with their dinner nearly every night.
   - Whenever she plays bridge with her friends, about once or twice a week, she has two beers. At parties she has a couple of drinks, too.
   - He goes out with his friends two or three nights a week, gets pretty drunk and then sleeps it off the next morning.

2. Respond to the following letter:

> Dear Abby,
> I am 16 years old and can't decide whether or not to drink or how much to drink. What should I do?

B. Agree-Unsure-Disagree:

1. Alcohol companies shouldn't be allowed to advertise their products at all.
2. Alcohol companies should not be allowed to advertise hard liquor on TV.
3. Alcohol has no good effects on people.
4. Alcohol has no bad effects on most people.
5. Alcohol has some good and some bad effects on people.
6. It is always wrong to get drunk.
7. There are times when it's all right to get drunk.
8. Alcohol should be taxed so high that most people can't afford to drink it.
9. There are no good reasons for drinking.
10. There are several good reasons for drinking in moderation.
11. It's wrong to drink alcohol.

12. A drink or two at social occasions can serve a useful purpose.
13 This country should give up drinking alcohol once and for all.
14. There's something wrong with people who have a drink or two to relax at night.
15. It's really difficult to have a good party unless people have a few drinks in them.
16. Doctors and teachers should not drink.
17. Teenagers should never drink.
18. People who don't drink are bores.
19. There are no good reasons for not drinking.

REFERENCE #: 1 ACTIVITY #: 84

CONTENT REFERENCE: NA TOPIC: Attitudes and Reasons

CLASS TIME: ¼-½ period METHOD: Writing

CORE ACTIVITY:

Teacher and students evaluate class attitudes toward reasons for drinking and abstaining.

OBJECTIVE:

Activity is designed to reveal student attitudes toward reasons given for drinking and abstaining.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post test to evaluate before a course what attitudes need changing and whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward the reasons people give for drinking and abstaining. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings. Students should be told in advance that there are no right or wrong answers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample questions to determine student attitudes toward reasons people give for drinking and abstaining. Answers may reflect tolerance or intolerance of alcohol abstention, use or abuse.

A. Short Answer Questions:

1. Which of the following are legitimate reasons for drinking alcohol in moderation? You may circle as many as you want.

   escape problems
   relieve anxiety
   tradition
   get "high" and feel good
   taste
   celebration
   kicks
   feel mature
   peer pressure
   to relax
   to be sociable
   religious ceremonies
   rebellion

2. Which of the above are legitimate reasons for getting drunk?

3. Which of the following are legitimate reasons for abstaining from alcohol use? You may circle as many as you want.

   dislike taste
   fear of dangers
   dislike of artificial mood changers
   religion
   expense
   just not interested

4. Which of the following, if any, are legitimate reasons for drinking for the first time? You may circle as many as you want.

   curiosity
   kicks
   to be sociable
   relieve anxiety
   to relax
   rebellion
   peer pressure
   religious ceremony
   get "high"
   to feel mature

5. Respond to the following letter:

   Dear Abby,
   I am 16 years old and I can't decide whether to drink. What do you think I should do?

B. Agree-Unsure-Disagree

1. There are no good reasons for drinking even a little.
2. There are no good reasons for getting drunk.
3. There are no good reasons for never drinking alcohol.
4. There's something wrong with people who never drink.
5. People who don't drink and say it's because they don't like the taste are really just afraid to drink.
6. It's really difficult to have a good party unless people have a few drinks in them.
7. There are no good reasons for teenagers to drink.

REFERENCE #: 9-1 ACTIVITY #: 85

CONTENT REFERENCE: NA TOPIC: Effects: behavioral and physical

CLASS TIME: 1-1½ periods, plus OCT. METHOD: Art: field trip

CORE ACTIVITY:

Students visit an art museum and examine paintings by painters who were alcoholics and paintings of scenes involving alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, researching.

OTHER:

ACTIVITY:

Students research the lives of famous painters to discover the role alcohol played in their lives. (Modigliani, for example, died from the DT's; Utrillo was an alcoholic.) The students then visit one or more art museums and examine the paintings. Sample paintings descriptive of alcohol use are listed on the next page. Prior to the visit they are given written instructions to:

1. See if painters who abused alcohol in their private lives express particular feelings about alcohol in their art work.
2. Discover other paintings portraying the use and effects of alcohol and determine and record what these paintings are trying to communicate about alcohol use. (For examples, see following page.)
3. Discover and record whether painters from certain countries or eras concentrate on specific effects of alcohol use or abuse.

Students take notes during visit and discuss results in class.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be performed by using a number of art history books or slides obtained from museums, in place of an actual museum visit.
- A small group of students can perform activity and report results to class.

EVALUATION METHODS:

- Students write a fictional "biography" of an imaginary painter that describes his experience with alcohol and relates that experience to his "art work."
- Students write the "Introduction" to a book of paintings by a real artist. The "Introduction" analyzes the paintings that depict alcohol use in terms of the artist's personal life, nationality and era.

Examples of paintings and other art works descriptive of alcohol use:

Steen:	"The World Turned Upside Down"	(Scene of drunkenness and resulting disorder in a home)
Steen:	"Peasants' Revels in an Inn"	
Lautrec:	"A Corner of the Dance Hall"	(Portrait of a red-faced alcoholic)
Lautrec:	"Last Crumbs"	(Two degraded people with a bottle of wine)
Degas:	"L'Absinthe"	(Portrait of a sad-looking woman with a glass of absinthe)
Goya:	"Picnic on the Banks of the Manzanares"	(Picnic includes wine)
Titian:	"Bacchanal of the Andrians"	(Wine drinking)
Veronese:	"The Marriage at Cana"	(Sumptuous banquet with plenty of wine being consumed)
Hogarth:	"The Rake's Progress"	(Scenes of debauchery)
Rembrandt:	"Drinking and Love"	(Man with arm around woman's waist and other hand holding a glass of wine)
Daumier:	several sketches of drinkers and drunks	
Hals:	"Officers' Banquet"	(Scene of soldiers drinking heavily)
Klee:	"Drunkenness"	(Modernistic view of alcohol's effects on a person)
Breughel:	village scenes with considerable drinking	

REFERENCE #: 2-1
CONTENT REFERENCE: 171-186
CLASS TIME: 3-4 periods

ACTIVITY #: 86
TOPIC: Effects: behavioral and physical
METHOD: Art: collage

CORE ACTIVITY:

Students create collages illustrating physical and behavioral effects of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: This Activity is a good evaluation of what students have learned about alcohol's effects.

ACTIVITY:

Students are told in advance of Activity, the purpose of the collages and shown at least one example of what is expected. Students cut pictures and/or words out of magazines and newspapers and paste them on poster paper. Collages can include both physical and behavioral effects or be restricted to one or the other. Students are instructed to include "good" effects as well as "bad" ones if they want. (2-3 classes)

Upon completion of collages, students break into small groups and are given written instructions to:

1. Pass around and examine the collages in your group and decide what each one is trying to say about alcohol's effects. Make a list of the effects illustrated in the collages.
2. Discuss and record which, if any, of these effects you would call "good" and which "bad."
3. Record why you believe they are "good" or "bad." (½-1 class)

Groups report results to class and respond to questions and comments from other students and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Outsiders (other teachers or students, parents, etc.) examine the collages and are able to demonstrate understanding of what the posters are intended to communicate. To the satisfaction of the artist and the teachers.
- Each student writes an explanation of what any one other collage seems to be portraying. Student who created collage and critique get together and discuss explanation. To the satisfaction of the artist and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 171-186
CLASS TIME: ½-1 period

ACTIVITY #: 87
TOPIC: Effects
METHOD: Audiovisual

CORE ACTIVITY:

Students view and discuss audiovisual materials on alcohol's effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, observing.

OTHER: Activity is a good evaluation of learning about alcohol's effects.

ACTIVITY:

Students watch audiovisual materials on alcohol's effects, such as those suggested below.

1. A New Look at the Old Sauce -- filmstrip, 7 minutes, color, record. Animated filmstrip in which allegorical female "Ethyl" represents the potential dangers of alcohol. Source: See Bibliography #182
2. Spirits Underground -- 6 minutes, color. Animated film shows a shabby subway rider's fantasies and feelings as he consumes a bottle of wine. Source: See Bibliography #199
3. Alcohol Education: What We Should Know About Alcohol -- 66 slides, color. Two sections of slides deal with physical and behavioral effects. Accompanying idea book allows teachers to pick appropriate slides and ideas for presentation to class, depending on topic and class interest. Source: See Bibliography #183

Discussion follows on what the effects of moderate alcohol use are as opposed to those resulting from immoderate use.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- If students have already studied alcohol's effects, they can be shown the audiovisual materials the first time around without sound and write or orally supply the dialogue.

EVALUATION METHODS:

- Self-evaluating.

REFERENCE #: 2-1 ACTIVITY #: 88
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period
TOPIC: Effects: behavioral and physical
METHOD: Discussion

CORE ACTIVITY:

Students formulate questions about alcohol and later have a panel "quiz show" using them.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful for discovering student concerns before teaching a unit and for evaluating learning after a unit is completed.

ACTIVITY:

Students break into small groups and are instructed to discuss and write down all the questions about alcohol they want the course to answer. Questions should be as specific as possible, such as, "Will alcohol rot the brain?" Questions should be kept in a convenient file, for example using 3x5 cards.

After the course is over, a "quiz show" is set up with a panel of students as questioners and a panel as respondents. The questioners take turns posing questions taken from the cards. The teacher referees by indicating which student raised his hand first after each question is read and is therefore entitled to try to answer it. Students earn a point for each correct answer and lose one point for each incorrect answer.

During the course, cards are kept in a file on the teacher's desk, available for students to add to or consult before or after class or during recess or after school. Students are told to add new questions on a 3x5 card anytime they want.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can answer the card questions individually or in small groups.
- Cards can be given point value (from 1-5 depending on difficulty of question). Student can specify value of card they want to attempt to answer.

EVALUATION METHODS:

- Self-evaluating.

REFERENCE #: 1
CONTENT REFERENCE: 182-184
CLASS TIME: 1-1½ periods, plus OCT

ACTIVITY #: 89
TOPIC: Effects: behavioral and physical
METHOD: Discussion

CORE ACTIVITY:

Students collect and examine cartoons, comics and written jokes depicting the effects of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, evaluating.

OTHER:

ACTIVITY:

Students are assigned to collect all cartoons, jokes and comics they read and hear over a period of several weeks. Students and teacher suggest appropriate sources, such as daily and Sunday newspapers, magazines, TV and radio. Samples appear on the following page. (Comic strips "Doonesbury," "Broom Hilda," "Andy Capp" and "B.C." are often particularly appropriate.)

After collecting sufficient materials, students break into small groups and are given written instructions to:

1. Examine each others' materials.
2. List the effects mentioned or described.
3. Decide and record what the attitude of the writer is toward each effect -- does he feel it's humorous? sad? immoral? dangerous? fun? etc.
4. Decide and record whether you feel the same way the author does and why or why not. (½-1 class)

Groups report their conclusions to the class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or a written homework assignment.
- Students can analyze humorous greeting cards that depict drinking scenes.

EVALUATION METHODS:

- Students create their own cartoons, jokes or comics and other students interpret them. To the satisfaction of the author and the teacher.
- Students repeat the small group process with a new cartoon, either orally or in writing.
- Students respond to teacher's written and/or oral questions on effects of alcohol revealed in cartoons.

REFERENCE #: 1
CONTENT REFERENCE: 182-183
CLASS TIME: 1-1½ periods

ACTIVITY #: 90
TOPIC: Effects: behavioral and physical
METHOD: Discussion

CORE ACTIVITY:

Students describe the effects of alcohol use on people they know, including themselves.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, describing, discriminating.
OTHER: This activity is most useful if students have witnessed people drinking alcohol or have drunk themselves.

ACTIVITY:

Students write brief (1½ pages) anonymous descriptions of one or more individuals, including themselves, whose behavior or feelings were altered because they had been drinking. Students must have actually seen or felt the changes personally.

The following class, students break into small groups and are given written instructions to discuss:

- the effects mentioned.
- which of these effects seem to be common effects and which seem unusual.
- what, if anything, in addition to the alcohol, might have influenced these effects.
- which effects are seen differently depending on whether one is feeling them himself or whether one is watching the drinking person experiencing them. Write these down. (½-1 class)

Groups report results to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can use mass media examples of effects of drinking (TV, radio, movies) instead of personal experiences.
- Follow-up must involve further study of alcohol's effect.
- Activity can be a class activity or written homework assignment.

EVALUATION METHODS:

- Students write two different accounts of the effects of alcohol on the same person: one account is "autobiographical"; the other is by a sober observer of that same person's behavior.

ACTIVITY (CONT'D):

Groups report results to class and respond to questions and comments from class and teacher. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: 142
CLASS TIME: 1 period

ACTIVITY #: 91
TOPIC: Effects: behavioral and physical
METHOD: Discussion

CORE ACTIVITY:

Students discuss relationship between drinking and sexual image.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's effects on sexual desire, behavior and image in order to make responsible decisions about drinking and sex.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, influencing.
OTHER:

ACTIVITY:

Students read the following scenarios:

> Sam goes out drinking with his friends every Friday night and says "only sissies don't drink. I can drink four beers and not feel a thing because I know how to hold my liquor. Girls I know say you're not really a man unless you can drink and hold it. And they're right."
>
> Lucy always has a couple of beers when she and her boyfriend go to the local hangout. John told me yesterday that he "wouldn't be seen dead with a girl who boozes it up in public like that. It just doesn't look right, you know what I mean?"

Students then write answers to the following questions: Do you agree with Sam and John? Why or why not?

Students break into small groups and discuss their answers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or discussion points can be assigned as written homework.
- Activity #105 on alcohol's effects on sexual behavior and #74 on American attitudes on alcohol and sex are related Activities.

EVALUATION METHODS:

- Students role play follow-ups to each scenario.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1-2 periods

ACTIVITY #: 92
TOPIC: Effects: behavioral
METHOD: Discussion

CORE ACTIVITY:

Students write description of the "dumbest" and/or "greatest" thing they have done after drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER: This Activity is useful only if students have had drinking experience. Activity is a good evaluation of learnings on alcohol's effects. It can also be used to reveal student attitudes.

ACTIVITY:

Students who drink or have drunk write brief (½ page) descriptions of the "dumbest" and the "greatest" thing they have done after drinking excessively.

If enough students can write answers, they are broken into small groups and given written instructions to:

1. Read each others' papers.
2. Place yourselves in the situations that resulted in the "dumb" behavior and discuss and record answers to the following:
   (a) Did you feel the action was "dumb" at the time?
   (b) Would you drink again in a similar situation?
   (c) Why or why not?

Students can also discuss:

- what risks were involved in getting drunk and doing something "great."
- whether the "great" results were worth those risks.
- whether the "great" results could have happened while sober.
- whether they had control when drunk over whether the

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or as written homework assignment.
- Students can write on the "dumbest" and/or "greatest" thing they have seen others do after drinking in movie and television scenes.

EVALUATION METHODS:

- Students read one of the readings in the Bibliography (especially #114, 115, 118, 119, 128, 131, 132, 153, 160) and analyze it in terms of the suggestions listed above.
- Students analyze any two other students' papers and write explanation of whether they agree the behavior was "dumb" or "great."

ACTIVITY (CONT'D):

results of their drinking would be "great" or "dumb" and whether they would have such control in the future. (½-1½ classes)

Groups report results to class and respond to questions and criticisms from class and teacher. Teacher may want to comment in particular on the subjectivity of the terms "dumb" and "great" -- that what seems "dumb" or "great" to one person may not to another. (½ class)

REFERENCE #: 9-1
CONTENT REFERENCE: 138-140
CLASS TIME: 1-2 periods

ACTIVITY #: 93
TOPIC: Effects: behavioral and physical
METHOD: Drama: games

CORE ACTIVITY:

Students develop and play word games using alcohol terminology.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Students need to have already studied alcohol's effects. Activity is a good evaluation of factual learnings about alcohol's effects. Games also use words from other aspects of alcohol use and manufacture.

ACTIVITY:

Students are given a list of options of word games they can create and then play in small groups. They add ideas of their own to the list and then select the one they would most like to create. Samples include:

- Crossword puzzles
- Playing "geography"
- Scrabble
- Unscrambling words
- Boticelli
- Twenty questions
- Board games

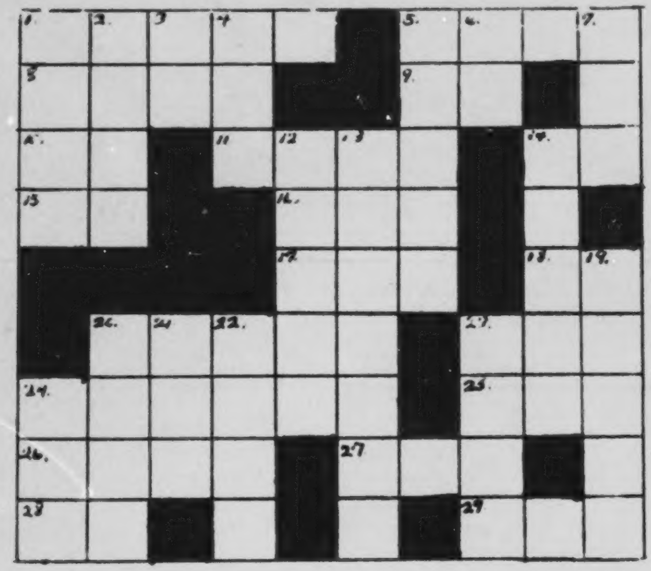
A record of progress can be kept for evaluation purposes. Examples of each game are on the following pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Small groups play games devised by other groups. To the satisfaction of the group that created the game and the teacher.
- Self-evaluating.

1. Crossword puzzles. More learning and evaluation opportunities take place in creating crossword puzzles than in filling them in. Students begin them by first listing alcohol terms they want to include and then fitting them into a puzzle, adding other words as needed.



Across

1. Too much alcohol can have this result

5. Skid row alcoholics often don't get enough of this because they spend all their money on alcohol

8. Grapes + yeast = _______

9. Regarding alcohol: the superego says "never"; the ego says "later"; and the ____ says "now"

10. Singular for verb "to be"

11. Dennis' the Menace best friend

14. "__ You Like It"

15. Initials and slang term for a common type of doctor that has had little training dealing with problem drinking but often has to deal with the results

16. Kind of belly beer drinkers get because of the calories they drink

Down

1. A quick drink of alcohol

2. The way you might talk if you had too much to drink

3. The 14th letter of the alphabet

4. An alcoholic beverage missing the first letter

5. _____thousand people are killed on the highways every year; ½ were drunk at the time

6. You can do this on alcohol, too (initials)

7. The alcoholic's withdrawal symptoms

12. A problem drinker in the family usually causes a lot of this

13. Cirrhosis often ....

14. They make money "pushing" alcohol (abbrev. -- two words)

19. Type of sea mammal

20. Surrounds a castle

21. When you're sober enough to talk, they transmit your message (initials)

22. Type of fish

23. Type of large airplanes -- initials

Across

17. When people weren't allowed to buy alcohol during Prohibition, many made it at home on the ______.

18. Alcohol is changed by the liver into water and ____ (initials)

19. Hey ______, Black Label!

23. Another name for drunkard

24. Type of chips often eaten with beer

25. Singular of 23 down

26. You can actually make beer from this.

27. Word for a town that sells alcohol

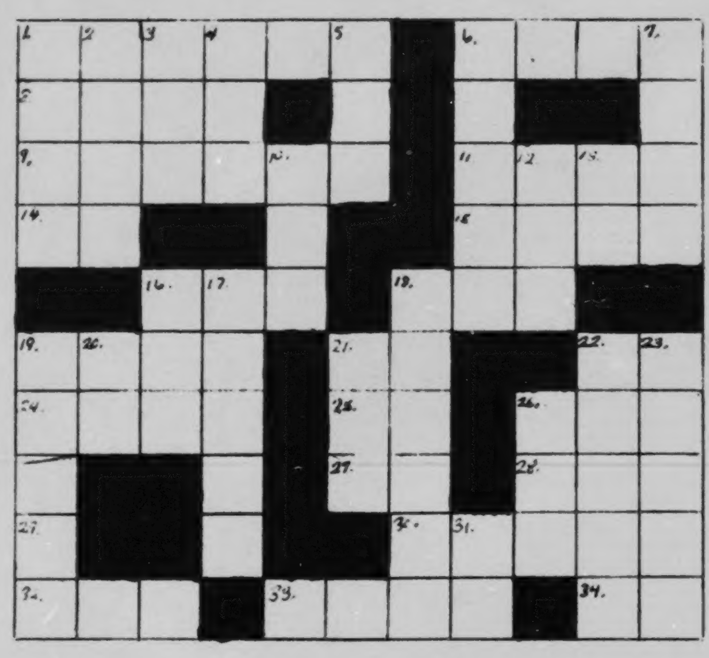
28. Type of Navy boat.

29. Polite form of address

Down

24. Dad

1. S	2. L	3. E	4. E	P	■	5. F	6. O	O	7. D
8. W	I	N	E	■	■	9. I	D	■	T
10. I	S	■	11. R	12. U	13. F	F	■	14. A	S
15. G	P	■	■	16. P	O	T	■	D	■
■	■	■	■	17. S	L	Y	■	18. C	19. C
■	20. M	21. A	22. B	E	L	■	23. S	O	T
24. P	O	T	A	T	C	■	25. S	S	T
26. O	A	T	S	■	27. W	E	T	■	E
28. P	T	■	S	■	S	■	29. S	I	R



Across

1. After drinking wine you may feel ______.
6. Alcoholics often don't eat enough ______.
8. A drink made from grapes
9. A boy's name
11. If someone drunk wants to give you a ride you can agree or ______.(rhymes with agree)
14. Gym (abbr.)
15. Most wines have a red or yellow color or ______.
16. Some think drinking is nice, or _______.
18. A kind of whiskey

Down

1. Trade
2. Some people who get drunk give a ____ about how great they are.
3. Football position
4. A poet says "ever" this way
5. An evergreen tree
6. ______ thousand auto deaths in a year, ½ caused by drunks
7. Alcohol is poor for people trying to stay thin, or ____.
10. A poet's word for "even."
12. Alcoholics have to ____ to explain why they took a drink.

ACTIVITY #: 93

Across

19. If dizzy, you trip, or ____. (rhymes with trip)

21. A name for I

22. Alcohol drunk in moderation has ___ bad effects on a healthy person.

24. A good breakfast food

25. A Rock singer (his initials)

26. If someone drinks enough, he'll pass out.

27. If parents catch their children drinking, they may say, "Go __ bed!"

28. A big business company that makes something you could use to get help if someone drank some poison

29. The first letter

31. How "salty" sounds, but isn't spelled

32. Beer often is sold in a ____ pack.

33. A request

34. Year (abbr.)

Down

13. The 14th letter

16. If your parent caught you drinking, he might have a _____.

17. Drinking may _____ some peoples' stomach.

18. Alcohol helps some people to rest or ______.

19. Good-tasting drinks sometimes mixed with alcohol

20. 6th note of the musical scale

21. N.Y. ballplayer

22. If you drink too much alcohol you may behave this way.

23. Relative of beaver

26. Helps a car run smoothly

31. An organization to help problem drinkers

1. S	2. L	3. E	4. E	P	5 Y	■	6. F	O	O	7 D
8. W	i	N	E	■	E	■	I	■	■	I
9. A	N	D	R	10 E	W	■	11. F	12. L	13. E	E
14. P	E	■	■	E	■	■	15. T	I	N	T
■	■	16 F	17. U	N	■	18. R	Y	E	■	■
19 S	20 L	I	P	■	21. M	E	■	■	22 N	23 O
24 O	A	T	S	■	25 E	P	■	26 C	U	T
D	■	■	E	■	27 T	C	■	28 I	T	T
29. A	■	■	T	■	■	30 S	31 A	L	T	E
32. S	I	X	■	33 P	L	E	A	■	34 Y	R

2. Geography.

A student gives an alcohol term. The next student must define that word and then give a term whose first letter is the last letter of the previous word, and so on. Time limits can be set, as well as scoring procedures.

e.g.: alcoholic -- cirrhosis -- stimulant -- tolerance -- education

3. Scrabble.

A student who makes a word must be able to define it to get credit. Abbreviations may be used. Player gets ½ credit for a word he can't directly relate to alcohol issues to the satisfaction of the other players.

```
      H      F
      ANTABUSE       W
      N   R  R       HOPS
    HIGH  E  MASH    I
      O   W  E       S
      V      N       K
    B E      TOLERANCE
   BEER           L  YEAST
    N  D        GRAPE
    DISTILL       N
    E  S  IMPLIED O
SUGAR     Q       N
          U
          OXIDATION
          R   A
```

4. Unscrambling words.

One student thinks of an alcohol term and writes it down with the letters scrambled. The others unscramble it, but must define it when they've figured it out.

zyidz = dizzy
yelpes = sleepy
accitolk = cocktail
temfrne = ferment
naaeetl = Alateen
oforp = proof
schirrsio = cirrhosis

5. Boticelli.

One student thinks of an alcohol term and gives the others only the first letter. Students take turns asking questions about the word. A student earns the right to ask a yes or no question only if he can think of an alcohol term, give the leader its definition, and the leader is unable to guess his word.

He can continue to ask questions as long as each is answered "yes". If the leader guesses the questioner's stump question, the questioner cannot ask a question and the next student tries to stump the leader.

Example:

Leader: My word begins with "b" and it's a three word phrase.
Sam: A common liver disease caused by drinking too much.
Leader: I can't think of the word. (Sam, having stumped the leader, can now ask a question about the term.)
Sam: My word was 'cirrhosis'. OK. Is the word "beer"?
Leader: No.
Lucy: When was selling alcohol in the U.S. illegal?
Leader: I know that one: Prohibition.
Lucy: Right. So I can't ask you a question.
John: One of the ways alcohol leaves the body -- 2 words.
Leader: I give up.
John: Carbon dioxide. All right. Does your word have anything to do with traffic safety?
Leader: Yes. (John gets to ask another question.)
John: Is it 'blood alcohol level'?
Leader: You guessed it!

6. Twenty questions.

A student thinks of an alcohol term. The other students take turns trying to guess it but are limited to twenty (or fifteen or ten) questions. If unable to guess it within that number, they lose and originator wins. Questions are not random guesses but attempts to narrow down the topic the word describes. They can be answered only by yes or no. Wrong guessers are eliminated from the game.

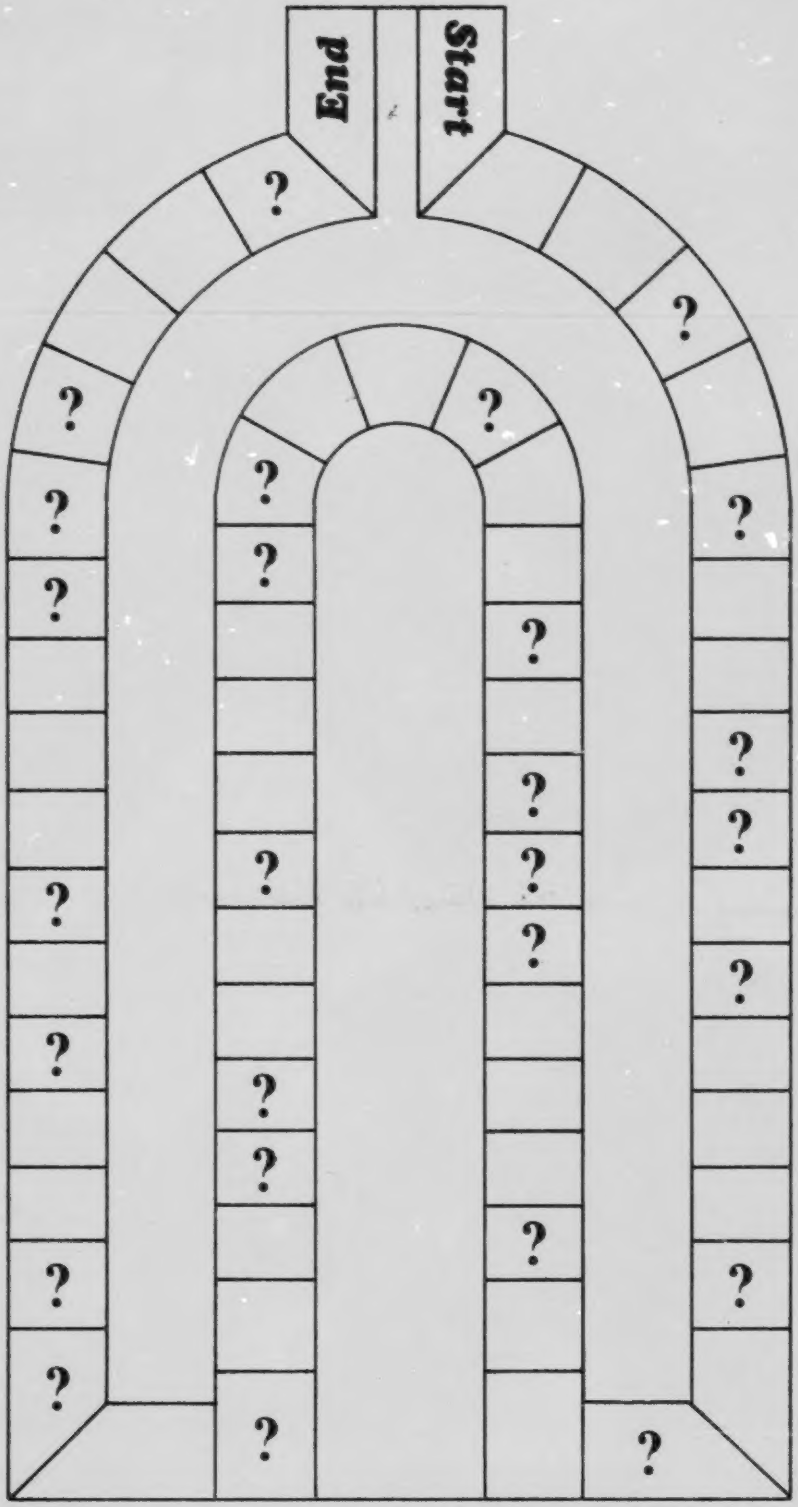
Originator: OK, I've got a word -- actually, it's two words.
Rachel: Does it have anything to do with safety?
Originator: What kind of safety?
Rachel: Traffic safety.

Originator: No. That's one question.
Bob: Personal health?
Originator: Yes. That's two.
Sibyll: Is it a disease?
Originator: No. Three questions.
Sue: I know! It's 'hangover'.
Originator: No! You're out of the game. That's four questions.
Frank: Do you have to drink a lot over a long period of time for it to happen?
Originator: Yes. Five questions.
Raymond: Is it something that can happen to alcoholics?
Originator: Yes. Six questions.
Karen: Is it "delirium tremens"?
Originator: Yes! In seven questions.

7. Board games.

Students draw a large picture of a bottle and mark out blocks or steps. Question marks are put in several. Students take turns throwing a die and moving their pieces (thimble, paper clip, chalk, etc.) ahead according to the number thrown. If they land on a question block, they must pick question cards from a pile or list of questions about alcohol. If they answer it correctly, they move ahead an additional two steps; if incorrectly, they lose one turn. Students write up the question cards in advance.

Sample "board"



REFERENCE #: 1
CONTENT REFERENCE: 159
CLASS TIME: ½-1

TOPIC: Effects: physical
METHOD: Drama: games

ACTIVITY #: 94

CORE ACTIVITY:

Students play board game that teaches differences between ethyl, denatured and methyl alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, discriminating.

OTHER: Students need to have already studied in rudimentary fashion the differences between denatured and ethyl alcohol. Activity # 102 on these differences should precede this Activity.

ACTIVITY:

Students exercise their understanding of the differences between ethyl and methyl (or other) alcohol and effects of each by playing a simple game. Materials required include a small gameboard, a set of cards (on following pages) and a die.

Class breaks into small groups of three or four students. Each group is given a set of game materials. The first time the game is played, the students cut out their own ethyl-methyl cards. Each group will need a die to determine the number of boxes to move on the board. Instructions appear on the following game board.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students and/or teacher can make the game more complex by using blank cards to make more specific alcohol designations, such as "ethyl-beer" or "ethyl alcohol -- 12%". Students and/or teacher can make the board boxes more difficult and specific also.

EVALUATION METHODS:

- Self-evaluating.

START

Party--cocktails & dinner

Bitter cold Feb. day, -10. Is your car winterized? Check antifreeze.

Clean germs off a thermometer
P

Made from distillation of cereals

Teen party: looking for a high so they drink alcohol

Chemical factory--used in making chemicals

Religious ceremony involving sharing a goblet of wine.

Made by fermenting fruit

Friend heard alcohol produces a nice relaxed feeling. What kind?

Liquor store sells it.

People have drunk it and gone blind.
B

People have drunk too much and been killed crossing the street.

Labels often tell how much alcohol is in the bottle.

Car radiator froze for lack of alcohol.

Restaurants often serve it.

GO AGAIN

If you've drunk it, vomit it right away.

Use on frozen car lock.
B

People get into accidents from it if they drink too much.

You have to drink a lot for it to kill you.

LOSE ONE TURN

It comes in bottles labeled poisonous if drunk.

It can make a party happier and livelier.

When you get a rubdown with it you feel cool all over.

It's used to make plastics.

Some cosmetics contain it.

You can tell not to drink it by reading the label carefully.

If you drink too much don't drive.
P

Used to reduce teething pain in babies by putting on baby's gums.

Baby runs high fever needs aspirin & alcohol rub

B **Bonus**

"Bonus" on a box means you may lay down 2 correct cards instead of just one.

P **Penalty**

"Penalty" on a box means you must lose a turn if you laid down an incorrect card and were correctly challenged to remove it. Losing a turn is in addition to removing the incorrect card.

Rules:

1. Each player receives 12 cards, 6 ethyl and 6 methyl-denatured.
2. Roll die to determine first player; move clockwise in turn after that.
3. Throw die to find out number of boxes to move.
4. Each box represents a situation involving alcohol. You decide which kind of alcohol.
5. When you land on a box, lay down the correct kind of alcohol card -- ethyl or methyl-denatured.
6. If you land on a box already covered by a card, better luck next turn! Next player moves.
7. If you land on a box requiring a kind of alcohol card you've run out of, better luck next turn! Next player moves.
8. Challenges: If you think another player has laid down an incorrect card, you may challenge. If you're right you get to lay down the right card. He removes his. If you're wrong, original player may put an additional correct card on top of first.

Winner: -- Player who uses up all his cards first, or has fewest left at end of game is the winner.

PLAYER 1		PLAYER 2		PLAYER 3		PLAYER 4	
Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol
Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol
Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol
Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol
Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol
Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol

Activity #94

REFERENCE #: 1

ACTIVITY #: 95

CONTENT REFERENCE: 182-183

TOPIC: Effects: physical

CLASS TIME: 1½ periods

METHOD: Drama: simulation

CORE ACTIVITY:

Students experience some of the physical effects of alcohol use in a simulated fashion.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing, empathizing.

OTHER:

ACTIVITY:

Students engage in physical exercises that illustrate what some of the physical effects of alcohol might feel like and how they might influence coordination and therefore safety.

Class meets in a large, hazard-free area, such as a gym. Students break into groups. Each group conducts a series of experiments in which one member of the group spins around until he is fairly dizzy. He then tries to perform several tasks such as:

(a) catching a ball
(b) walking a straight line
(c) standing on one leg
(d) reading a sentence rapidly

Each member of the group should be tested before spinning around to see if he can perform these tasks when not dizzy. Group keeps a record of the results. When every student has spun around, groups are given written instructions to:

1. Write a list of all the activities you would refuse or be reluctant to do while feeling dizzy.
2. Discuss and record whether you would drive a car while dizzy. If you wouldn't, then:
3. Discuss and record why you think people do drive after they have become "woozy" after drinking. (1 class) (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The small group discussion can be a class discussion or it can be assigned as homework.

EVALUATION METHODS:

- Students think up other activities they can try to perform when dizzy and perform them and record the results.
- Students respond to written and/or oral questions about how alcohol abuse might affect performance abilities and safety.

ACTIVITY (CONT'D):

Groups report test findings and discussion conclusions to class and respond to comments and criticism from class and teacher. Teacher may need to explain that many people drive after becoming "woozy" because alcohol can increase one's confidence in his abilities while at the same time decreasing his ability to make judgements. In addition, the impaired reflexes and coordination resulting from intoxication are not always as obviously manifested to the drinker as is the dizziness caused by spinning. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2-7 periods

ACTIVITY #: 96
TOPIC: Effects: behavioral and physical
METHOD: Independent Study

CORE ACTIVITY:

Class splits up into small groups to engage in different independent research projects on alcohol's effects.

OBJECTIVE:

Objectives vary according to choice of projects.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, questioning, reading, evaluating.

OTHER:

ACTIVITY:

The teacher passes out to students a list (with brief sketches of what is involved in each) of research activities students can pursue, such as:

- interviewing doctors on alcohol's effects. (Activity #97)
- interviewing parents on alcohol's effects. (Activity #98)
- polling people on their knowledge about alcohol (Activity #99)
- researching alcohol's effects (Activity #100)

Students and teacher add other independent study topics to this list.

Students take the list home to select which topics they would like to study. Next class they form small groups of from 1 to 5 students around topics that concern them. These groups conduct the research along the lines suggested in the above Activities.

After completing research, groups prepare and present reports to class that indicate what they have learned and evaluate their findings in terms of critical suggestions for individual and societal improvement. Students should be encouraged to be imaginative in their presentation, by using audiovisual aids, props, charts, guest speakers, and other exciting reporting techniques.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- In many cases, groups can write articles based on their research findings for submission to school and community newspapers.

EVALUATION METHODS:

- Each research group, in consultation with the teacher, creates its own evaluation methods.

REFERENCE #: 1
ACTIVITY #: 97
CONTENT REFERENCE: 178-186
TOPIC: Effects: behavioral
CLASS TIME: 2-3½ periods
METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview doctor about the behavioral effects of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching.
OTHER:

ACTIVITY:

A small group of students does brief preliminary research on alcohol's behavioral effects that includes learning the differences between behavioral and physical effects and draws up a list of questions to ask a doctor, such as a psychiatrist, specializing in treatment of behavioral symptoms of alcohol use. Group solicits additional questions from classmates. Sample questions include:

1. Why does alcohol make some people feel "high" and depress others?
2. Why is alcohol use addictive for some people?
3. What feelings do alcoholics get or avoid when they drink that makes drinking so attractive for them?
4. Why can alcohol affect different and the same people differently?
5. Which effects are peculiar to teenagers?
6. How do blood alcohol levels affect people differently?
7. In what way can people develop tolerance to alcohol?

(½-1 class)

Students conduct interview and then prepare analytical report (1-2 classes) and present it to class, responding to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can interview different doctors and compare findings. Activity can be an individual written research report.
- Doctor can be invited to speak to class and answer questions.
- Students can interview a doctor specializing in physical symptoms of alcoholism.

EVALUATION METHODS:

- Students role play a reporter "interviewing" a doctor about the behavioral effects of alcohol. To the satisfaction of the research group and the teacher.
- Students read one of the readings suggested in the Bibliography (especially #s 114-116, 129, 132, 139, 143, 149, 150, 164-166) and write an analysis of whether the scene described was realistic or phony and why. To the satisfaction of the research group and the teacher.
- Students create collage illustrating alcohol's behavioral effects. See activity #85.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 3½-4½ periods, plus OCT

ACTIVITY #: 98
TOPIC: Effects: behavioral and physical
METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview their parents asking what effects alcohol use has on them.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching.

OTHER: Administration permission for or awareness of this Activity may be necessary. Teacher may want to write parents in advance explaining the Activity.

ACTIVITY:

A small group of students draws up a list of questions to ask their parents about how alcohol affects them. A sample question is:

> Which of the following usually happens to you after two cans of beer, two drinks of whiskey, one martini, or two glasses or wine (circle all appropriate answers):
>
> get sleepy
> get silly
> get warmer
> nothing
> get angry
> get more talkative
> feel happier

Students decide what relationships to study such as: sex, ethnic group, and drinking experience and habits. (1 class)

After conducting interviews, students tabulate results and make correlations (1-2 classes). Lastly, group prepares analytical and critical report (1 class) and presents it to class, responding to questions and comments from class and the teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write up results into an article for submission to school newspaper.
- Activity can be conducted by an entire class. Or two or more small groups can conduct their own interviews and compare findings; or parents can be invited to talk with the class.

EVALUATION METHODS:

- Students role play researchers "interviewing" parents on how alcohol affects them. To the satisfaction of the research group and the teacher.
- Students write a "biography" of typical parents and how alcohol affects them. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on effects alcohol has on parents.

REFERENCE #: 1
ACTIVITY #: 99
CONTENT REFERENCE: 141-142
TOPIC: Effects: behavioral and physical
CLASS TIME: 3½-6 periods, plus OCT
METHOD: Independent Study: poll

CORE ACTIVITY:

Students conduct poll to discover how much misinformation people have about alcohol's effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, analyzing, writing.
OTHER:

ACTIVITY:

A small group of students puts the more common myths about alcohol's effects into question form. These myths may be found by reading pp. 141-142 in the Content Literature.

The students also decide what relationships to study, such as age, sex and drinking experience and habits. The group decides whom to administer the poll to and how to administer it. Students test poll by administering it to own class. (1-1½ classes)

After conducting the poll, the group tabulates the results and analyzes the relationships of ignorance to age, sex and drinking experience. (1-3 classes) Finally, the group prepares report (1 class) and presents it to class, responding to questions and criticisms from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The students can write up results into an article for submission to the school and community newspapers.
- Activity can be conducted by an entire class. It can also be an individual written research report.
- Students can discuss reasons and solutions for adult ignorance.

EVALUATION METHODS:

- Students take the poll and answer it twice: once partially incorrectly as an average adult might, and then correctly. To the satisfaction of the research group and the teacher.
- Students role play a researcher "interviewing" a man-in-the-street on alcohol's effects. To the satisfaction of the research group and the teacher.
- Students write examples of actions people might take as a result of their misconceptions about alcohol's effects. To the satisfaction of the research group and the teacher.

REFERENCE #: 1 **ACTIVITY #:** 100

CONTENT REFERENCE: 171-186 **TOPIC:** Effects: behavioral and physical

CLASS TIME: $1\frac{1}{2}$-2 periods, plus OCT **METHOD:** Independent Study: research

CORE ACTIVITY:

Students research alcohol's behavioral and/or physical effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, evaluating.

OTHER:

ACTIVITY:

A small group of students researches the behavioral and/or physical effects of alcohol use. Research can include:

1. reading fiction and non-fiction literature
2. interviewing doctors (see Actvity #97) and parents (see Actvity #98).

Students write a list of questions to which they are seeking answers and solicit additional questions from classmates. Sample questions include:

1. Why does alcohol use affect different people differently? Or the same person differently at different times?
2. Which effects can be called "good" and which "bad," if any. Why?
3. What factors can influence its effects?
4. What unique effects does it have on teenagers?
5. Do people develop a tolerance to alcohol?

(1-2 classes)

After conducting research, group prepares and presents report to (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups or an entire class can do the research.
- Activity can be an individual written research paper.
- Students can research information about hangover symptoms and alleged cures and about myths about alcohol.

EVALUATION METHODS:

- Students write a "Handbook for Drinkers" describing alcohol's effects. To the satisfaction of the research group and the teacher.
- Students role play or write the dialogue to scenarios of doctors being interviewed about alcohol's effects. To the satisfaction of the research group and the teacher.
- Students play one or more of the games suggested in Activity # 93. To the satisfaction of the research group and the teacher.

ACTIVITY (CONT'D):

class (½-1 class) and responds to questions and comments from class and teacher. (½ class)

REFERENCE #: 1
ACTIVITY #: 101
CONTENT REFERENCE: 141-142, 171-186
TOPIC: Effects: behavioral and physical
CLASS TIME: ½-1 period
METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on effects of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Discriminating, describing.
OTHER:

ACTIVITY:

The teacher explains the behavioral and physical effects of alcohol. Consideration should be given to:

1. distinguishing between behavioral and physical effects
2. relationship between amount of alcohol consumed and frequency of consumption to effects
3. myths about alcohol's effects
4. great variability of effects and what seems to be responsible for this variability.

The class can be enlivened by:

1. using diagrams on an overhead projector when possible
2. initiating discussion on which effects are "good," which are "bad," and why
3. inviting students to describe effects alcohol has had on them or on people they have seen in real life or on TV and in movies.
4. reading passages from fiction selections in Activity #104 and #106 to illustrate graphically alcohol's effects
5. discussing the unique effects of alcohol on teenagers
6. discussing social effects if these are not covered elsewhere in the curriculum
7. relating different effects to different blood alcohol levels.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students create a collage illustrating alcohol's effect. Each student interprets one other student's collage orally or in writing. To the satisfaction of the other students and the teacher.
- Students are given a description of how much alcohol an imaginary person has drunk and write down the likely effects it will have on him.
- Students create collage illustrating alcohol's effects. See Activity #86.

REFERENCE #: 1
CONTENT REFERENCE: 159
CLASS TIME: ½-1 period

ACTIVITY #: 102
TOPIC: Effects: physical
METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on different kinds of denatured and methyl alcohol and their effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Discriminating.
OTHER:

ACTIVITY:

The teacher brings to class several cans and bottles of paint thinner, gasoline, rubbing alcohol, paint, anti-freeze, photography developing fluid, formaldehyde, turpentine and other substances containing methyl and denatured alcohol that have labels with warnings and indications of what to do if accidentally swallowed.

The teacher explains what denatured and methyl alcohol are and passes bottles around, instructing students to read labels carefully.

The teacher also passes out a poison antidote list that indicates what antidotes to take for methyl and denatured alcohol poisoning. Students are also informed of telephone number(s) that can be called in case of poisoning where antidote information can be obtained.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #94, a game, is a good follow-up activity.
- This Activity can be engaged in by a small group of students who report their findings to the class.
- Students can interview someone who answers telephone calls from callers seeking poison antidote information.

EVALUATION METHODS:

- Students are shown a bottle of liquid containing methyl or denatured alcohol and in writing or orally explain what happens if it is swallowed and where antidote information can be obtained.
- Students role play a caller to the poison antidote information number and the person who gives the information.
- Students respond to teacher's written and/or oral questions on effects of denatured and methyl alcohol.

REFERENCE #: 1 **ACTIVITY #:** 103

CONTENT REFERENCE: 171-177, 182-184 **TOPIC:** Effects: physical

CLASS TIME: 1-1½ periods, plus OCT **METHOD:** Reading

CORE ACTIVITY:

Students read and discuss fictional accounts of the physical effects of excessive drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing.

OTHER: Activity is a good evaluation of learnings about alcohol's physical effects.

ACTIVITY:

Students read accounts of the physical effects of excessive drinking in novels and plays. Suggested readings appear on the following page.

Students break into small groups and are given written instructions to discuss:

- the physical effects of excessive drinking in each selection, noting which effects are mentioned in more than one account
- whether they feel the selections are accurate accounts of the effects of excessive drinking or are false and why. (½-1 class)

Groups present their conclusions to the class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can compare alcohol's effects in Edward Albee and Maureen Daly.
- The teacher can assign each selection but omit the endings. Each student then writes his own ending himself. Students exchange endings and discuss them.

EVALUATION METHODS:

- Students write their own fictional story of someone using alcohol that describes its physical effects. Each student reads and critiques one other student's story in terms of accuracy.

Suggested readings from novels and plays that describe alcohol's physical effects.

Albee, Edward: *Who's Afraid of Virginia Woolf?* Play about a couple who spend a drunken night arguing with each other and with another couple. Other wife throws up. Mature reading.

Cushman, Dan: *Stay Away, Joe.* Novel about an Indian who comes home from fighting in the Korean war to his traditional family and the drinking, social and economic conflicts that ensue. Good description of a hangover on pp. 38-39. Easy reading.

Daly, Maureen: *The Seventeenth Summer.* Story about the first love of a 17-year-old girl. On pages 163ff her boyfriend takes her to a Ratskeller where she has a coke. Her boyfriend suggests she try a bottle of beer and she gives in "for fun," even though she feels it is not "ladylike." After her second beer she becomes very talkative and laughs a lot, then sleepy. She feels later on that it was a wonderful evening. Physical effects described result from social drinking. Very easy reading.

Huffaker, Clair: *Flap.* Novel about a group of Indians who get drunk and commandeer a bulldozer to prevent takeover of some of their land. Constant drinking with typical loss of physical coordination. Average reading.

Jackson, Charles: *The Lost Weekend.* Autobiographical novel about weekend in the life of an alcoholic. Physical effects described include: hangover symptoms, DT's, loss of memory, loss of coordination, and blackouts. See also Activity #224 for a more complete account of this book's contents. Many of these physical effects are peculiar to alcoholics. Average reading.

Miller, Warren: *The Cool World.* Novel about a gang of ghetto blacks in New York City and their life, ending in a gang fight. Pp. 148-155 describe physical effects of their drinking to work up courage to fight, such as numb lips, getting sick and burning stomach. Very easy reading but in ghetto dialect.

O'Hara, John: Appointment in Samarra. Novel about a small town car salesman who causes a scandal by his behavior when drunk, loses interest in life and commits suicide. On pp.213-233 he gets drunk and loses much of his coordination while also trying to seduce a young woman. Easy reading.

Salinger, J.D.: Raise High the Roof Beam, Carpenter. Continues story of Glass family. On pp. 76-92 protagonist gets drunk and loses coordination while desperately trying not to appear drunk to some guests. Very easy reading.

Wolfe, Thomas: Look Homeward Angel. First of a series of autobiographical novels of a young boy growing up. Pp 410-414 describe the first time he gets drunk. He passes out. Mature reading.

Woody, Regina J.: One Day at a Time. Story about a thirteen-year-old girl whose mother is an alcoholic. Her mother denies having a drinking problem but eventually drinks herself unconscious and is taken to a hospital. Later the mother has a birthday party for the girl at which she, the mother, gets drunk in front of the girl's friends. Many of these physical effects are peculiar to alcoholics. Very easy reading.

REFERENCE #: 1
CONTENT REFERENCE: 178-186
CLASS TIME: 1½ periods, plus OCT

ACTIVITY #: 104
TOPIC: Effects: behavioral
METHOD: Reading

CORE ACTIVITY:

Students read and discuss fictional accounts of alcohol's behavioral effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing.

OTHER: Activity is a good evaluation of learnings about alcohol's behavioral effects. It is also a good introductory Activity to a unit on alcohol's behavioral effects.

ACTIVITY:

Students read accounts of alcohol's effects in novels, plays and short stories. Suggested readings appear on following pages.

Students break into small groups and are given written instructions to discuss:

- the behavioral effects of alcohol use in each selection, noting which effects are mentioned in more than one account
- what influences and factors seem to have caused each of these effects
- whether or not students feel the selections are accurate accounts of alcohol's effects and why. (1 class)

Groups present their conclusions to the class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or a written individual research report.
- Activity can be to write endings to these stories. The teacher assigns each selection but omits the endings. Students fill them in themselves.

EVALUATION METHODS:

- Each student writes his own fictional story of someone using alcohol that describes the behavioral effects on the user. Each student reads and critiques one other student's story in terms of accuracy.

Suggested readings from novels, plays and short stories that describe alcohol's behavioral effects.

Albee, Edward: Who's Afraid of Virginia Woolf? Play about a couple who spend a drunken night arguing with each other and with another couple. Other wife gets tipsy and silly. Mature reading.

Cushman, Dan: Stay Away, Joe. Novel about an Indian who comes home from fighting in the Korean war to his traditional family and the drinking, social and economic conflicts that result. His abuse of alcohol results in typical drunken fights. Easy reading.

Dennis, Patrick: Auntie Mame. Novel about the escapades of a zany aunt who brings up her young nephew who narrates the story. Pp. 84-114 describe scene in which Mame's secretary gets high and loses some of her inhibitions. Easy reading.

Farrell, James T.: Studs Lonigan. Life of a tough Irish youth in the 1920's crushed by social forces beyond his control. Pp. 284-293 describe scene in which he gets drunk and tries to start fights; pp. 445-459 describe loss of inhibitions of several partygoers after drinking resulting in a wild, orgiastic party with fights and rapes. Mature reading.

Fielding, Henry: Tom Jones. Novel about a 17th century playboy and his adventures. Pp. 235-238 describe scene in which he gets drunk and starts a fight. Mature reading.

Fitzgerald, F. Scott: "May Day", 50 pp. Short story about several characters right after World War One, one of whom is a problem drinker, several of whom get drunk. Typical behavioral effects of silliness, loss of inhibitions, slurred speech, boisterousness. Mature reading.

Greene, Graham: The Power and the Glory. Novel about an alcoholic priest being hunted down in an anti-clerical Latin American country. On pp. 139-155 he gets drunk and cries. Average reading.

Hardy, Thomas: Jude the Obscure. Novel about a poor stonemason who tries to better himself and comes to ruin. Pp. 122-125 describe a scene in which he gets drunk in a bar and then recites Latin in exchange for free drinks. Mature reading.

Hardy, Thomas: The Mayor of Casterbridge. Novel about a self-made man whose life is ruined after a series of calamities. Pp. 11-26 describe scene in which he gets drunk at a fair and sells his wife and daughter to a sailor. Average reading.

Hemingway, Ernest: To Have and to Have Not. Series of related incidents in the life of a small-boat captain. Pp. 183-222 describe scene in which a young man gets drunk at a wild bar and provokes fights because his wife was just unfaithful to him. Pp. 30-64 describe an attempt to run several Chinese from Cuba to Florida by the pilot and his mate. The mate needs brandy to work up enough courage to see it through. Easy reading.

Hinton, S.E.: The Outsiders. Novel by a teenage girl about two warring groups of kids. Pp. 49-51 describe scene in which one group is drunk and starts a fight with the other group. Very easy reading.

Huffaker, Clair: Flap. Novel about a group of Indians who get drunk and commandeer a bulldozer to prevent takeover of some of their land. Constant drinking with typical behavioral consequences of violent behavior. Average reading.

Jackson, Charles: The Lost Weekend. Autobiographical novel about weekend in the life of an alcoholic. Behavioral effects described include: inability to plan ahead, feelings of warmth and happiness, self-deceptive thoughts, daydreams, feelings of superiority. See also Activity #224 for a more complete account of this book's contents. Average reading.

Miller, Warren: The Cool World. Novel about a gang of ghetto blacks in New York City and their life, ending in a gang fight. Pp. 148-155 describe how they drink to work up courage to fight. Very easy reading but in ghetto dialect.

O'Neill, Eugene: Long Day's Journey into Night. Play about a family's problems, including avarice, drug addiction, tuberculosis and alcoholism. Pp. 97-126 describe older brother's outpouring of pent-up feelings while he is drunk, particularly feelings of jealousy and hatred against his younger brother. Average reading.

O'Neill, Eugene: The Moon of the Caribbees. Play about natives in a port of call bringing alcohol aboard an anchored ship resulting in a brawl. Very mature reading.

O'Neill, Eugene: The Iceman Cometh. Play about inhabitants of a bar, most of whom are too afraid to go out and face life. Whole gamut of behavioral effects of alcohol are represented from boisterousness to anger to tears. Average reading.

O'Neill, Eugene: Touch of the Poet. Play about a family that runs a bar, with its problems of love, alcohol and aristocratic pretensions. Act Three in particular has scenes of boisterousness, singing, giggling, anger, and instigations to fights as a result of drinking. Average reading.

Salinger, J.D.: The Catcher in the Rye. Story of a teenager who runs away from prep school. Pp. 76-92 describe his going to a bar, getting drunk and calling up his girl friend. He does a lot of talking and cries, too. Very easy reading.

Steinbeck, John: Cannery Row. Novel about a devil-may-care group of derelicts and prostitutes who live it up when they can. Pp. 71-79 describe scene in which they get drunk and destroy a marine biologist's equipment. Average reading.

Thomas, Dylan: Portrait of the Artist as a Young Dog. Vignettes of the author's life in Wales. pp. 135-160 describe scene in which he visits a bar and is picked up by an older woman and taken to her flat. But he is so drunk he can't find her apartment again after visiting the bathroom. Mature reading.

Williams, Tennessee: Cat on a Hot Tin Roof. Play about a Southern family's squabbles. One son is an alcoholic and drinks until he gets a "click" that enables him to relax and forget. Average reading.

Williams, Tennessee: Streetcar Named Desire. Play about a couple who take in the wife's floozy sister for a while to live with them. Husband gets drunk and beats wife, pp. 45-61. Average reading.

REFERENCE #: 1
CONTENT REFERENCE: 142
CLASS TIME: 1-1½ periods, plus OCT

ACTIVITY #: 105
TOPIC: Effects: behavioral
METHOD: Reading

CORE ACTIVITY:

Students read and discuss fictional accounts of the effects of alcohol on sexual behavior and desire.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's effects on sexual desire, behavior and image in order to make responsible decisions about drinking and sex.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating.

OTHER: Activity is a good evaluation of learnings about alcohol's effects on sex. Activity may require administration and/or parental approval.

ACTIVITY:

Students read one or more accounts of alcohol's effects on sexual desire and behavior as depicted in novels. Suggested readings appear on following page.

Upon completion of reading, students break into small groups and are given written instructions to discuss:

- what alcohol's effects were on sex in each of the selections read
- for each selection whether students feel alcohol was abused or not and why. (½-1 class)

Groups report conclusions to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can interview doctors on alcohol's effects on sex.
- Activity can be a class discussion or individual research report.
- Activity can be to write endings to these stories. The teacher assigns each selection but omits the endings, which students write.
- Activity #91 on drinking and sexual image is a related Activity.

EVALUATION METHODS:

- Each student writes his own fictional accounts of alcohol's effects on sex. Each student critiques one other student's story along the lines of the small group discussion.

Suggested readings from novels describing alcohol's effects on sex.

Dennis, Patrick: Auntie Mame. Novel about the escapades of a zany aunt who brings up her young nephew who narrates the story. Pp. 84-114 describe scene in which Mame's secretary gets high and loses some of her sexual inhibitions. Sex is implicit only. **Easy reading.**

Farrell, James T.: Studs Lonigan. Life of a tough Irish youth in the 1920's crushed by social forces beyond his control. Pp. 445-459 describe a wild, drunken, orgiastic party with fights and rapes. **Mature reading.**

O'Hara, John: Appointment in Samarra. Novel about a small town car salesman who causes a scandal by his behavior when drunk, loses interest in life and commits suicide. Pp. 213-233 describe his attempt to seduce a young female newspaper reporter by plying her with alcohol. **Easy reading.**

Thomas, Dylan: Portrait of the Artist as a Young Dog. Vignettes of the author's life in Wales p. 135-160 describe a scene in which he visits a bar and is picked up by an older woman and taken to her flat. He fails to consummate the relationship because he loses his way back to her flat from a men's room. **Mature reading.**

REFERENCE #: 1
CONTENT REFERENCE: 175-186
CLASS TIME: 1-1½ periods, plus OCT

ACTIVITY #: 106
TOPIC: Effects: behavioral and physical
METHOD: Reading and Discussion

CORE ACTIVITY:

Students read different descriptions of the behavioral and/or physical effects of alcohol use and compare findings.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing.
OTHER:

ACTIVITY:

Each student is assigned to read and take notes on one of five readings on alcohol's effects. (See Bibliography #s 63-78.) Each selection is read by about one fifth of the class. Students are told which kinds of effects to be looking for (behavioral, physical, both) and to look for what causes or influences these effects.

Upon completion of the reading, students break into small groups in which two students have read the same assignment. Groups are given written instructions to discuss:

- which effects are mentioned by at least one source.
- which effects are common and which are infrequent and which are peculiar to teenagers.
- the reasons that may account for why different people and also the same person may experience different effects. (½-1 class)

One or two groups report their conclusions to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Some groups can research behavioral effects, others physical effects.
- Activity can be a written research report.
- Activity #103, #104 and #105 involve accounts from fiction of alcohol's effects.

EVALUATION METHODS:

- Students create a collage illustrating alcohol's effects. Each student interprets one other student's collage in writing or orally. To the satisfaction of the other student and the teacher. (See Activity #84)
- Students write a fictional "autobiography" on how they are affected by a stipulated amount of alcohol. To the teacher's satisfaction.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1-2 periods, plus OCT

ACTIVITY #: 107
TOPIC: Effects: behavioral and physical
METHOD: Reading

CORE ACTIVITY:

Students read self-testing pamphlet, Alcohol, and discuss reading in small groups.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, describing.
OTHER: Activity is a useful introduction to a study of alcohol's behavioral and physical effects.

ACTIVITY:

Students read, in class or as homework, the 27-page pamphlet, Alcohol, Bibliography #73. This pamphlet provides information about alcohol and asks students questions after each piece of information given. Answers are provided as part of the next piece of information provided. (1 class)

The pamphlet also contains an interview with a 15-year-old student describing his first serious encounter with alcohol. Following the interview are questions about it. Students break into small groups and are assigned to answer the questions about this interview. (½ class) Each group then reports its answers to the class and responds to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can read the self-testing pamphlet, A Programmed Unit on Facts About Alcohol, Bibliography #71.
- Students can write their own self-testing booklet on alcohol information.

EVALUATION METHODS:

- Self-testing.

REFERENCE #: 40-1
CONTENT REFERENCE: 171-179
CLASS TIME: 1

TOPIC: Effects: physical
METHOD: Science

ACTIVITY #: 108

CORE ACTIVITY:

Students observe the effects of alcohol on fish.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.
OTHER:

ACTIVITY:

Students obtain several goldfish and put all but one into small (three inch) solutions of ½ ounce alcohol mixed with three-fourths of a pint of water. This is equivalent to the alcohol content of a twelve ounce bottle of beer. When the effects of the alcohol can be seen, usually in about twenty minutes, place fish in fresh water. Keep one fish in fresh water from the start to compare his reactions with those of the other fish.

Class discusses whether alcohol would affect human beings in similar ways. Teacher can raise issue of body weight as a factor in alcohol's effects and illustrate it by repeating the experiment with fish of different sizes and timing how long it takes each fish to become affected by the alcohol.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The experiment can be repeated with a frog placed in a large jar containing the same proportions of alcohol to water. Place a wire net on top of the jar. Put frog in fresh water to recover.
- Activity #109 with rats is a similar experiment.

EVALUATION METHODS:

- Students write "Report of a Study of the Effects of Alcohol on Goldfish."
- Students respond to written and/or oral questions from the teacher on what they observed and the implications of their observations for human use of alcohol.

REFERENCE #: 40-1 **ACTIVITY #:** 109
CONTENT REFERENCE: 171-174, 182-184 **TOPIC:** Effects: physical
CLASS TIME: 1½ periods **METHOD:** Science

CORE ACTIVITY:

Students observe the effects of alcohol on rats.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.
OTHER:

ACTIVITY:

The teacher and/or students perform the following experiment: Hold a rat by the tail and bring him near an object. He will reach for it. Place a rat on his back and he will right himself immediately. Place a finger near his eye and he will blink. Suspend him with his tail between your palms. Impart a spin to him by sliding your hands in opposite directions as you drop him a few inches onto a table. He will fall on his feet like a cat. This is normal rat behavior.

Now select a rat of approximately 150 to 200 g. and do not feed him for six hours prior to the experiment. Combine 5ml. of 190 proof pure alcohol (no denaturant) with 5 ml of distilled water. For each 18 grams of body weight inject 0.1 ml of the alcohol solution into the peritoneal cavity of the rat (e.g.inject 1.0 ml. into a 180 gram rat).

To hold the rat tie his hind legs to a table or other support and place your thumb and forefinger of one hand about his neck against his lower jaws. Stretch him firmly and hold in a vertical position. Be careful not to puncture the viscera by going too deep, or the diaphram by going too near the rib cage or to make a bubble just beneath the skin by going too shallow. About ¼ inch deep is

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 108 with fish is a similar experiment.
- Rats can be given aspirin at the same time as alcohol and then an autopsy performed to see effects of alcohol and aspirin on stomach lining.

EVALUATION METHODS:

- Students write "Report of a Study of the Effects of Alcohol on Rats."
- Students respond to written and/or oral questions from the teacher on what they observed and the implications of their observations for human use of alcohol.

ACTIVITY (CONT'D):

about right. After two minutes try the above mentioned tests for normalcy.

The results should be the following: The blood should have an alcohol concentration of about 0.23 per cent. Depending on the degree of intoxication you have produced, he will behave as follows:

> If less than 0.2 per cent, the rat will be sluggish and falter in grasping objects. At 0.2 per cent, he has lost his righting reflex. At 0.4 per cent, he has lost his corneal reflex (capacity to blink) and is unconscious (dead drunk).

After performing the experiment, the class discusses the extent to which rodent behavior can be compared with human behavior. The lack of food as a factor in alcohol's effects is also discussed.

REFERENCE #: 40-1 **ACTIVITY #:** 110
CONTENT REFERENCE: 171-174
CLASS TIME: 2 periods
TOPIC: Effects: physical
METHOD: Science

CORE ACTIVITY:

Students compare the rate of alcohol diffusion with that of food.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.
OTHER: Activity requires some scientific equipment.

ACTIVITY:

The teacher and/or students perform the following experiment:

In a 400 ml. beaker make a starch emulsion by mixing one-third teaspoon of starch in 150 ml. of cool water. Stir to prevent scorching and bring to a boil. Cool and pour a few mls. into a test tube for use later. Place a 6 inch square of non-waterproof clear cellophane (such as gift wrapping) over the 400 ml. beaker containing the starch; fold over the edges and bind very tightly with a heavy rubber band. Fill two 1,000 ml beakers about half full of water at 115 degrees F. and add to each beaker 6 drops of tincture of iodine or enough to give a definite yellow color.

Invert the 400 ml. beaker and place in one of the 1,000 ml. beakers containing iodine. Place the few mls. of starch set aside in the other 1,000 ml. beaker and observe the change when starch and iodine combine.

Dissolve a few crystals of potassium permanganate in about 25 ml. of water and add a ml. or two of this solution to a 1,000 ml. beaker containing 800 ml. of water at 115 F. so that a faint but definite purplish pink color develops. Add a few drops of HCI to acidify the solution. Pour half

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write a "Report of a Study of the Comparability of Alcohol to Food Diffusion".
- Students respond to written and/or oral questions from the teacher on what they observed and the implications of their observations for human use of alcohol.

ACTIVITY (CONT'D):

of this solution into another 1,000 ml. beaker. Put 150 ml. of alcohol into a 400 ml. beaker and bind a cellophane sheet over the top. Invert and place in one of the beakers containing the $KMnO_4$. Use the other one for comparison. Fill a test tube about half full of a faint warm $KMnO_4$ solution which had been acidified with a few drops of HCI and add about 5 ml. of alcohol. Notice what happens when alcohol and $KMnO_4$ comes together. In five minutes examine the beakers. Which substance is diffusing through the membrane faster? Examine again in 30 minutes.

Comment: The $KMnO_4$ should clear in about 10 to 20 minutes. The starch will not diffuse and produce the blue color even if left several days.

REFERENCE #: 1 **ACTIVITY #:** 111

CONTENT REFERENCE: 182-184 **TOPIC:** Effects

CLASS TIME: 1 period **METHOD:** Writing

CORE ACTIVITY:

Students complete story and discuss how they can tell if someone is drunk.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, analyzing.

OTHER:

ACTIVITY:

Students address the question, "how can you tell if someone is drunk?" by reading and completing dilemma story, based on a true situation, about a man exhibiting many of the physical effects of alcohol use. Students complete the story by deciding how one of the characters in the story acted. The actual "story" ending is then given to students.

Teacher distributes a copy of the story to each student. After reading story and completing it, class breaks into small groups and is given written instructions to discuss:

- what clues about the man's behavior made them think he was drunk/not drunk
- how the other characters in the story seem to feel toward the man (fear, disgust, ridicule, apathy, sympathy, etc.)
- what decision they made and why they made it for the man faced with the decision in the story.

Groups report responses to class and respond to comments and questions from class and teacher. Teacher distributes the actual story ending to class and discussion follows on conclusive ways of determining whether or not someone is drunk, in particular,

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #29b on the use of the breathalyzer test is a good follow-up Activity.

EVALUATION METHODS:

- Students write their own stories, fictional or taken from real life, of people who may be drunk. Students do not, however, complete the endings. Students exchange stories and each student writes the end to one other student's story. To the satisfaction of the author and the teacher.

ACTIVITY (CONT'D):

breathalyzer and blood tests, since presumptions about behavior are not always adequate although they may be useful. Discussion also includes reliability of other intoxication tests such as being able to stand on one leg, walk in a straight line and touch one's nose with one's index finger.

It was a strange feeling for Mr. Tom Kaye as he walked down the street. The buildings swayed and the sidewalk moved and he realized he wasn't walking straight. So, apparently, did people in the street. As he walked slowly and unsteadily toward a neatly-dressed woman, she gasped and walked rapidly away. Tom stopped. He looked around and uttered a quiet "mish-ter" but nobody seemed to hear. Several passers-by just kept walking as if he didn't exist.

He was not well-dressed although he was neat and he carried the bag of a salesman. It was true he was sad. He worked very hard, starting at dawn, not returning home till evening. But even working more than 12 hours a day did not get him very far. He still barely earned enough money to support his wife and child and he was worried about how they would feed another when the new baby came in a few months. And now this. He didn't understand it. He had never been sick before.

Tom walked up to a well-dressed gentleman, began to say "Mish-ter" but the man simply shook his head, said "It's too bad, fellow," and continued walking. He was kindly enough but of no help.

Tom stood still waiting for someone else to pass by. As soon as he spotted a young man about his own age, he called out, "Mish-ter, please...," but the man cut him off in mid-sentence. "Serves you right," he said. "And so early in the day. If you must drink, at least do it at night." And he walked away with a scowl on his face.

Even in his cloudy brain, Tom realized he must get help. He wasted no words on the next passer-by, an older woman who looked very dignified. "I'm sick, madam," he said. "Please...." "You certainly are," she replied. "Anybody who drinks too much is," and she continued walking, her head high in the air.

By now, Tom was reeling. He could barely stand up. He really felt sick, but nobody would help. He was certain he was going to pass out, when he saw a man standing in the doorway of a warehouse about 40 feet away. In desperation, he made his legs move, hoping to reach the doorway before the man disappeared or Tom himself collapsed. It seemed like hours but he finally made it. There stood a tall, muscular guy, smoking a cigar, a smile on his face.

"I'm sick," Tom said. "Please help."

The man (the name "Jack" was embroidered on his workclothes) said, "Yeah, go home and sleep it off. I've had a few too many myself at times," and he laughed.

"But....I....can't....I'm really sick....Please....get....help." Tom gasped.

Jack laughed again. "It sure is awful, after the "high" wears off," he said.

"Please...," Tom pleaded. "Call....for....help...," and he pointed unsteadily to a telephone behind Jack.

Complete the story by describing what, if anything, Jack does and what happens to Tom.

ACTUAL STORY ENDING (Distribute after students have discussed the completions they wrote.)

Jack finally dialed. Maybe the guy was on the level. Jack realized he didn't smell of alcohol and he couldn't be 100% sure.

The ambulance raced through the streets to the nearest hospital. In the emergency room, Tom was promptly examined. The doctor rushed him into an oxygen tent and relaxed when he saw his breathing was easier.

He said to a nurse, "Haven't seen a case like this in years. A collapsed lung. He's lucky he got here when he did. It'll be weeks before the lung heals. He'll be here for a while."

When Mrs. Kaye arrived, Tom was comfortable and awake. Still, he found it difficult to speak but slowly he said, "They thought.... I was....drunk. Can you....imagine....that?"

All he ever had was a little wine at religious ceremonies. He had never drunk hard liquor in his life, not even a taste.

This is a true story.

REFERENCE #: 1 **ACTIVITY #:** 112
CONTENT REFERENCE: 171-177 **TOPIC:** Effects: physical
CLASS TIME: ½-1 period **METHOD:** Writing

CORE ACTIVITY:

Students trace the passage of alcohol through a diagram of the body.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: This Activity is a good evaluation of learnings about alcohol's physical effects.

ACTIVITY:

Students are given xeroxed copies of the diagram of the human body found on the following page. Students trace the passage of alcohol through the body indicating important points along the way where it can affect the body, such as the liver, stomach, heart and brain. Students include a "legend" that explains what alcohol may do to the body over the long run and/or immediately at each of these focal points.

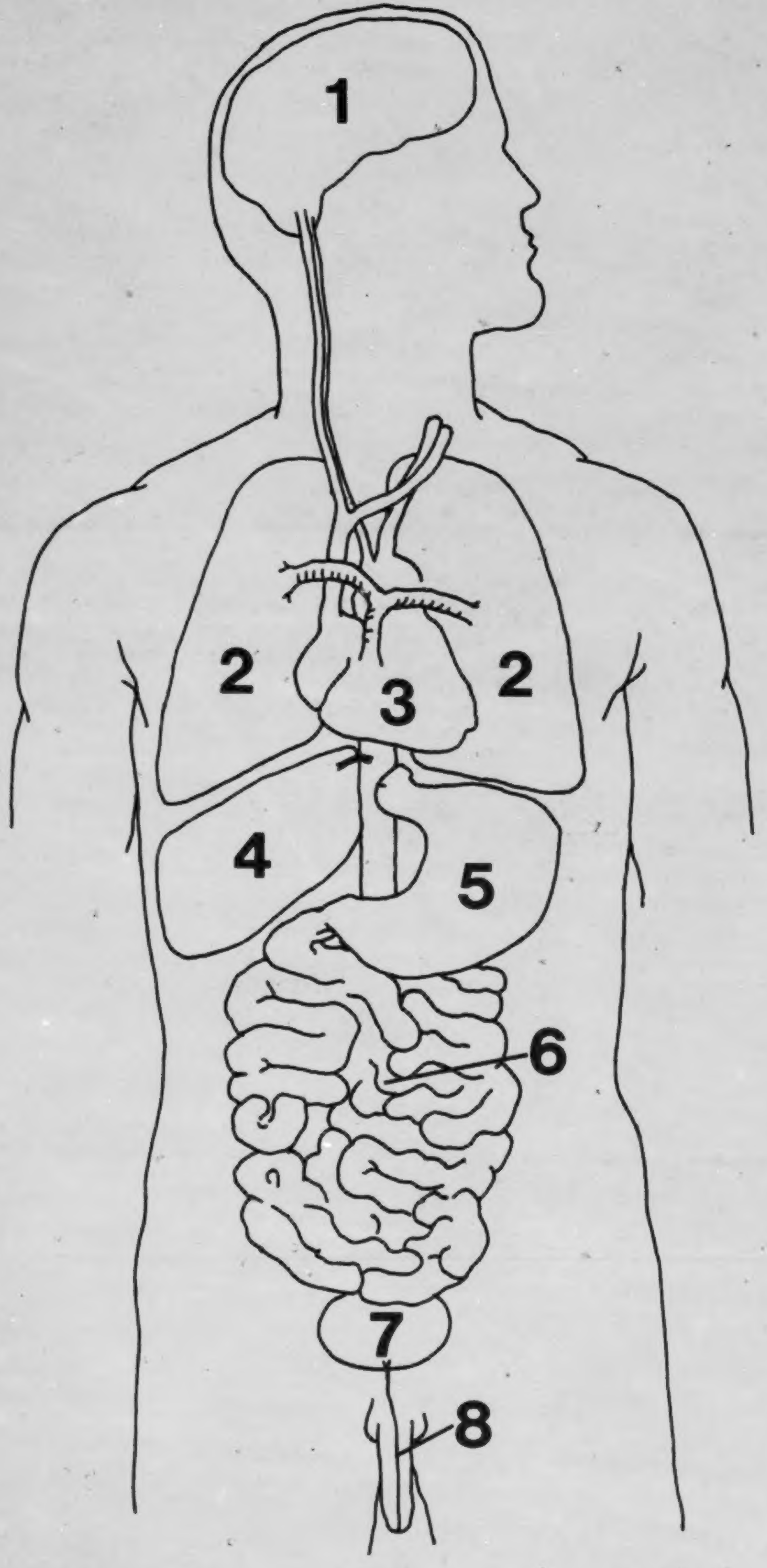
Students can fill in the diagram as they research alcohol's effects or as the teacher lectures on them. Or, as an evaluation Activity, students fill in diagram from memory. Numbers correspond to the following body organs (which the teacher may or may not require students to be able to identify):

1. Brain
2. Lungs
3. Heart
4. Liver
5. Stomach
6. Intestines
7. Bladder
8. Urethra

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Self-evaluating.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REFERENCE #: 1 **ACTIVITY #:** 113

CONTENT REFERENCE: 171-177 **TOPIC:** Effects: physical

CLASS TIME: ½-1 period **METHOD:** Writing

CORE ACTIVITY:

Students take written quiz or test on alcohol's physical effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity should be supplemented by other types of evaluations. This test can be used as a pre-test and/or a post-test.

ACTIVITY:

Students write answers to written essay, short-answer and multiple choice questions on alcohol's physical effects. Sample questions appear on the next pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Written evaluation exercises on alcohol's physical effects.

Answers or sources for answers appear in parentheses. Correct answers to multiple-choice questions are underlined.

A. Essays

1. Different people are often affected differently by the same quantity of alcohol. Why?

   (weight, empty stomach, speed of drinking, prior mood)

2. Robert has been drinking beer at the rate of three 12-ounce cans an hour. Describe how the alcohol will go through his body from the time it enters his throat to its total elimination from his body. (Content Literature pp. 173-179.)

3. Many people believe alcohol can do things that it can't. Others think it can't do certain things that it can do. Mention three of these commonly held beliefs about alcohol's effects that are myths (there's evidence to disprove them) and why they're not true.

   (mixing drinks produces drunkenness; moderate drinking harms liver, etc.; alcohol raises body temperature; alcohol enters blood stream primarily from stomach)

4. (Students are given a blank drawing of a human body.) Trace the passage of alcohol through the body using this diagram. (Content Literature pp. 173-174) (See Activity #112 for diagram.)

5. Have you actually used anything that you learned in the course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

B. Short Answer

1. Why will people who have eaten before drinking feel alcohol's effects less quickly?

   (slows rate of passage to and absorption by stomach and especially small intestine by blockage and by diluting alcohol with water from food)

2. When the liver oxidizes alcohol:
   (a) What does it do? (creates heat [energy] by converting it to CO_2 and water)
   (b) How fast can it do this for a typical person? (approximately 3/4 oz. of 86 proof alcohol per hour)

3. Mention three diseases alcohol abuse may be associated with.

   (ulcers, cirrhosis, kidney diseases)

4. What are DT's?

   (hallucinations and shakings alcoholics experience when they suddenly stop drinking -- withdrawal symptoms)

5. What effects does alcohol use have on sexual desire and behavior?

   (may increase desire by lowering inhibitions; too much will cause temporary impotence)

6. Why are teenagers more likely to be affected by alcohol use than adults?

   (less experience handling effects; weigh less)

7. Why may alcoholism often result in serious diseases?

   (through malnutrition)

8. Match the number and type of drinks so that they all equal the same amount of alcoholic content:

   1 bottle beer (12 ounces)
   2 bottles beer (24 ounces)
   1 glass wine
   2 glasses wine
   1 shot whiskey (1 ounce)
   2 shots whiskey (2 ounces)

   (1 beer = 1 glass wine = 1 shot whiskey)

C. Multiple Choice

1. Alcohol is absorbed into the blood stream:
   (a) very slowly
   (b) almost immediately
   (c) only on an empty stomach
   (d) none of the above

2. Alcohol enters the blood stream mostly from:
   (a) the small intestine
   (b) the liver
   (c) the lungs
   (d) the stomach

3. Alcohol affects behavior as soon as it:
   (a) is swallowed
   (b) enters the blood stream
   (c) [✓ affects brain cells]
   (d) is oxidized

4. One of the following will *not* affect alcohol's influence on the body:
   (a) amount of food eaten prior to drinking
   (b) drinker's weight
   (c) the mood the drinker is in before he drinks
   (d) [✓ mixing drinks]

5. Alcohol is a food because:
   (a) it contains nutrients
   (b) it supplies vitamins
   (c) [✓ it has calories]
   (d) it is not a food; it is a drug.

6. Moderate drinking will normally harm:
   (a) liver
   (b) kidneys
   (c) brain
   (d) stomach
   (e) [✓ none of these]

7. Mixing drinks can:
   (a) make you more drunk
   (b) produce a better "high"
   (c) get you drunker quicker
   (d) [✓ none of these]
   (e) all of these

8. The main reason alcoholism can lead to disease is because:
   (a) [✓ people may not eat properly when they drink too much]
   (b) the grains alcohol is made from contain a high level of DDT
   (c) alcohol contains poisonous elements that can damage the body's organs
   (d) none of these

9. "DT's" refer to:
   (a) types of alcohol that have "Don't Touch" labels because they're poisonous.
   (b) a liver disease associated with alcohol abuse.
   (c) a disease alcoholics get from drinking too much.
   (d) [✓ hallucinations and shakings alcoholics get when they suddenly stop drinking].

10. Which of the following can alcohol *not* cause:
   (a) [✓ better sexual ability]
   (b) impotence (inability to have sexual intercourse)
   (c) increased sexual desire
   (d) loss of inhibitions
   (e) it can cause all of the above

11. Alcohol use:
(a) raises body temperature
(b) lowers body temperature
(c) does neither
(d) sometimes does one, sometimes the other

12. As a medicine, alcohol can:
(a) cure colds
(b) lower fever
(c) cure snakebite
(d) all of these
(e) none of these

13. Which of the following is not poisonous if drunk in moderate amounts?
(a) methyl alcohol
(b) ethyl alcohol
(c) isopropyl alcohol
(d) none of the above
(e) all of the above

14. What is "physical tolerance"?
(a) being unable to stand alcohol
(b) drinking so much over the years that an individual needs more alcohol to get drunk than he did before
(c) being sympathetic to alcoholics
(d) being able to hold one's liquor

15. Alcohol used in cooking:
(a) helps people get "high"
(b) can improve the taste of the food
(c) is a sign of problem drinking
(d) a and b
(e) all of the above

REFERENCE #: 1
CONTENT REFERENCE: 171-179
CLASS TIME: ¼-1

ACTIVITY #: 114
TOPIC: Effects: behavioral
METHOD: *Writing*

CORE ACTIVITY:

Students take written quiz or test on alcohol's behavioral effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity should be supplemented by other types of evaluations. This Activity is useful as both a pre-test and/or post-test.

ACTIVITY:

Students write answers to written short answer and multiple choice questions on alcohol's behavioral effects. Sample questions appear on the next page.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Written evaluation exercises on alcohol's behavioral effects. Answers or sources for answers appear in parentheses. Correct answers to multiple choice questions are underlined.

A. Short Answer Questions

1. Alcohol is a depressant; it slows people down. Why do many people nevertheless feel stimulated after drinking?

   (loss of inhibitions, reduction of brain's sensitivity to, or awareness of, fatigue)

2. What are the best ways to sober up? Why?

   (only time sobers people up, because only the continued oxidation of alcohol removes it from the blood stream)

3. What things can influence alcohol's effects on a person's behavior besides how much he drinks, how fast, and how much he weighs?

   (situation; mood; prior drinking experience)

4. What is "psychological tolerance" to alcohol?

   (learning to compensate for alcohol's effects)

5. Why would driving after drinking generally be more dangerous for teenagers than adults?

   (newly learned skill; complicated skill; inexperienced drinker; weigh less than adults)

6. (a) Tonight is the big high school football game. Jerry decides to have a beer or two at dinner before the game in order to play better. Is Jerry likely to play better, worse or the same? Why or why not? (Probably the same--drinking a beer or two with a meal won't have that much effect)

   (b) Dan has been drinking whiskey and has had two one-ounce shots. Mark doesn't like whiskey so he's been drinking beer and he's had two bottles. Is one more likely to be affected than the other? If so, why? If not, why not? (no--each has drunk the same amount of pure alcohol)

   (c) John and Mary are at the school football game. It is a cold, snowy afternoon. John takes out a hip flask filled with whiskey. He offers it to Mary but she doesn't want any, so he drinks most of it himself. Is one more likely to be warmer than the other? If so, why? If not, why not? (John may feel warmer, but his body temperature will drop)

(d) Sam and Lenny both had too much to drink at the party. They are very drunk. Sam is drinking hot coffee now and Lenny has gone for a walk in the fresh night air. Will one of them sober up more quickly than the other? If so, why? If not, why not? (No--see #2 above)

(e) At Mary's party she was serving various types of drinks. She likes all types and has already had a beer, two shots of whiskey and a glass of wine. Her boyfriend Bob likes only rum and coke. He's had four of them. Is one more likely to get drunk than the other? If so, why? If not, why not? (No--unless Mary expects mixing drinks to make her drunker)

(f) After the football game, Mary and Joe went out drinking to celebrate. Joe had eaten 3 hot dogs, two cokes and 2 bags of potato chips during the game. Mary hadn't had a bit to eat since breakfast. Is one of them more likely to get drunk? If so, why? If not, why not? (Mary is, because liquids and food slow down absorption of alcohol into blood stream)

(g) Last Saturday night, Dick sat home watching TV and drank beer. He got quite "high." This Saturday he and his friends have planned a party where they all expect to live it up and have a wild time. Dick is really looking forward to getting drunk. Will it take him the same number of beers to get drunk as it did last Saturday or will it take fewer or the same? Why? (probably less because he expects to get "high" and is in a more exuberant atmosphere)

7. Have you actually used anything that you learned in the course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

B. Multiple Choice Questions

1. Alcohol physiologically:
   (a) is a depressant
   (b) is a stimulant
   (c) is neither
   (d) can be both depending on who is drinking

2. Normally, when people drink:
   (a) they lose their coordination before they lose their judgement or concentration
   (b) they lose their judgment or concentration before they lose their coordination
   (c) they lose both at the same time
   (d) sometimes they lose coordination first; sometimes second

3. Which of the following may influence a person's ability to perform a task after drinking?
(a) how complicated the task is
(b) how familiar the person is with the task
(c) how experienced the person is with drinking
(d) all of the above
(e) none of the above

4. Which of the following behavioral effects can alcohol produce?
(a) overconfidence
(b) risk taking
(c) depression (sadness)
(d) relaxation
(e) happy feelings
(f) all of the above
(g) a, b and e
(h) b, c, and d

5. Which of the following is the *only* effective way to get rid of a hangover?
(a) drink some more alcohol
(b) time
(c) eat
(d) exercise
(e) none of the above
(f) all of the above

6. Which of the following enable(s) people to sober up?
(a) taking a cold shower
(b) letting time pass
(c) drinking strong coffee
(d) taking a walk in fresh air
(e) none of the above
(f) all ot the above

7. Which of the following will affect how a person behaves when drinking?
(a) the situation he's drinking in (party, alone)
(b) his mood before he started drinking
(c) his drinking experience
(d) his attitudes toward whether drinking is "good" or "bad"
(e) all of the above
(f) a and b
(g) b and c

8. Drinking usually makes people feel more skillful because:
(a) alcohol increases skill
(b) alcohol increases people's feelings of confidence
(c) alcohol makes people poorer judges of themselves
(d) people can't feel their hands working
(e) they avoid tasks requiring skill
(f) b and c
(g) d and c
(h) b, c and e

9. Alcohol causes animals to act strangely.
   (a) This proves that humans will react the same way to alcohol.
   (b) This indicates that humans may react the same way to alcohol.
   (c) This indicates that animals react to alcohol the same as human beings do.
   (d) This proves and indicates nothing at all.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ¼-½ period

ACTIVITY #: 115
TOPIC: Effects
METHOD: Writing

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward alcohol's effects.

OBJECTIVE:

Activity is designed to reveal student attitudes toward alcohol's effects.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post-test to evaluate before a course what attitudes need changing and whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward alcohol's effects. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample questions to evaluate student attitudes toward alcohol's effects. Answers may reflect simple ignorance, deep-seated beliefs about alcohol's essential harmlessness or danger, or a balanced attitude that sees alcohol as having potential for benefitting and harming people.

Agree-Unsure-Disagree

1. Alcohol has no good effects on people.
2. Alcohol has no bad effects on people.
3. Alcohol has some good and some bad effects on people.
4. A couple of drinks at social occasions can have good effects on some people.
5. Moderate use of alcohol will have no bad physical effects on most people.
6. Getting drunk occasionally will quite likely have lasting bad effects on most people.
7. A couple of drinks at a party can help many people become more sociable.
8. Moderate use of alcohol will have no lasting bad psychological or behavioral effects on most people.
9. Getting drunk occasionally will quite likely have lasting bad behavioral effects on most people.

REFERENCE #: 1 **ACTIVITY #:** 116
CONTENT REFERENCE: 163-165 **TOPIC:** Industry: business
CLASS TIME: 1½ periods **METHOD:** Discussion

CORE ACTIVITY:

Students discuss whether all alcohol advertisements should be banned or restricted.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate laws governing alcohol advertising in order to make responsible public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, evaluating, decision-making.

OTHER: Activities dealing with the nature of advertisement should precede this one--e.g., Activity #57 and #58.

ACTIVITY:

Students write brief (1½ page) response to the following scenario:

> You have just been made Director of Advertising Permission in your state. You have complete power to decide what ads you will alow to appear on TV and radio, in magazines and newspapers and on billboards. Keep in mind the different types of places ads can can appear, the audiences that can be reached, the different things that can be in ads (people drinking, people getting drunk), and the different types of alcohol (wine, beer, whiskey, liqueurs). What will you allow in the way of ads in your state? And what penalties will you impose for law-breakers?

The following class, students break into small groups and are given the following written instructions:

> Yesterday you wrote down what rules you would make about alcohol advertising if you had complete power to make those rules. Today, read what each of you wrote yesterday and then try to agree on:
>
> - what the best rules would be and why.
> - what penalties should be imposed on people who break them.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or a debate.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a consumer protection advocate "criticises" an official of an advertising agency or alcohol beverage company who wants more liberal alcohol laws than does the consumer protection advocate.

ACTIVITY (CONT'D):

Each group reports its results to the class and responds to questions and comments from class and teacher. Teacher may want to raise issues of free enterprise, caveat emptor (let the buyer beware), and freedom of speech, either prior to or following the Activity.

REFERENCE #: 1 ACTIVITY #: 117

CONTENT REFERENCE: 260-261

TOPIC: Industry: business

CLASS TIME: 1½-2 periods

METHOD: Discussion

CORE ACTIVITY:

Students discuss under what circumstances bars and liquor stores should be allowed to operate.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the laws that regulate alcohol sales in order to make responsible personal and public policy decisions.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, decision-making, influencing.

OTHER:

ACTIVITY:

Students write brief (1½ page) response to the following scenario:

> You have been made Director of Liquor Locations in your state. You have complete power to decide where liquor stores and bars may operate. You can also decide what kinds of alcohol they can serve, what hours they can be open, whether they can serve drunks, how near to closing time they can serve and where they can be located (near churches? schools? police stations? how near?) What penalties do you plan to impose for breaking your laws?

The following class, students break into small groups and are given the following written instructions:

- Yesterday you wrote down what rules you would make for where and how liquor stores and bars could do business. Today, read what each of you wrote yesterday and then try to agree on what these rules should be and why.
- What penalties should be imposed on people who break them?

Each group reports its results to the class and responds to questions and comments from class and teacher. Teacher explains what the laws actually are. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can take their conclusions to bar and package store owners and to appropriate town officials and ask if they agree or disagree with them and why.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a bar owner (or package store owner) "argues" for complete freedom of action against a consumer protection advocate who wants stern restrictions.
- Students write a "Handbook" describing and justifying, for the benefit of the town's bar and package store owners, the town's (i.e., students') "new policies" on liquor sales.

REFERENCE #: 1 **ACTIVITY #:** 118

CONTENT REFERENCE: NA **TOPIC:** Industry: business

CLASS TIME: 2-7 periods **METHOD:** Independent Study

CORE ACTIVITY:

Class splits up into small groups to engage in different independent research projects on alcohol advertising, business and manufacture.

OBJECTIVE:

Objectives vary according to the choice of projects.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, questioning, reading, evaluating.

OTHER:

ACTIVITY:

The teacher passes out to students a list (with brief sketches of what is involved in each) of research activities students can pursue, such as:

- interviewing state tax officials (Activity #119)
- interviewing officials who regulate alcohol sales (Activity #120)
- interviewing media managers about alcohol ads (Activity #121)
- interviewing monitors of alcohol advertisements (Activity #122)
- determining how many package stores and bars sell to minors (Activity #123)
- visiting an alcohol process plant (Activity #128)
- analyzing bottle labels and contents (Activity #129)

Students and teacher add other independent study topics to this list.

Students take the list home to select which topics they would like to study. Next class they form small groups of from 1 to 5 students around topics that concern them. These groups conduct the research along the lines suggested in the above Activities. (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- In many cases, groups can write articles based on their research findings for submission to school and community newspapers.

EVALUATION METHODS:

- Each research group, in consultation with the teacher, creates its own evaluation methods.

ACTIVITY (CONT'D):

After completing research, groups prepare and present reports to class that indicate what they have learned and evaluate their findings in terms of critical suggestions for individual and societal improvement. Students should be encouraged to be imaginative in their presentation, by using audiovisual aids, props, charts, guest speakers, and other exciting reporting techniques.

REFERENCE #: 1
ACTIVITY #: 119
CONTENT REFERENCE: NA
TOPIC: Industry; business
CLASS TIME: 3-4 periods, plus OCT
METHOD: Independent Study; field trip

CORE ACTIVITY:

Students determine how many bars and/or package stores sell illegally to minors and decide if anything should be done about it.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate how the liquor industry does and should function, in order to make responsible decisions about public policy.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, writing, feeling responsible, getting involved.

OTHER: Activity needs parental and/or administration approval. Students should be told that it is not illegal to try to buy alcohol.

ACTIVITY:

A small group of students checks the yellow pages for package stores and bars within commuting distance. Students divide up responsibility for going and attempting to buy alcohol illegally from them. Group sees to it that each package store or bar is visited by students of different sex and by different students asking for different types of alcohol (wine, beer or whiskey). Students, singly or in pairs, visit stores and/or bars and attempt to purchase alcohol. If it is clear they will be served, students change their mind politely and leave. Students must be warned not to buy alcohol under any conditions. If they are refused service, students ask why. Upon leaving the store, students write down exactly what happened and what was said along with the town the bar or store is in, who waited on them, and who conducted the experiment. (½ class)

After conducting experiments, group correlates results in terms of number of bars and package stores that refused or accepted service; towns they are in; sex of "buyer"; and type of alcohol ordered. (1-2 classes) Group tries to decide why the package stores or bars sell illegally, if indeed they do, and why the laws aren't enforced, if they are not. Group prepares analytical and critical report (1-2 classes) and presents it to class, responding to comments and questions from class and teacher. (½ class)(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 198, a discussion of legal drinking age, is a good follow-up Activity.
- Bar or package store owner or salesman can be invited to talk with the class. (over)

EVALUATION METHODS:

- Students act as reporters and write articles on the behavior of local package stores and bars, explanations for that behavior, and recommendations for stricter enforcement of the laws or for maintenance of the existing behavior. To the satisfaction of the research group and the teacher.
- Students role play or write the dialogue to scenario in which a reporter "interviews" a package store owner or salesman on why he sells or refuses to sell to minors. To the satisfaction of the research group and the teacher.

ACTIVITY (CONT'D):

The group (or the class) decides whether anything should be done to discourage or prevent such sales to minors. After discussing the issue, those students interested in doing so write letters to appropriate local government enforcement agencies (alcohol beverage control commissions, police, etc.) indicating violations of the law in detail. Students engaged in this must be warned by the teacher that any actual follow-up by police or other agencies may involve them in lengthy interrogation and court appearances and they should not get deeply involved unless they are sincerely committed to the issues at stake. Those students who do not wish to protest the illegal sales meet and write a defense of:

- the package stores' or bars' illegal sales and/or
- their own unwillingness to protest such action.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be an individual written research report or a class Activity.
- Students can discuss problem of forged identification ("i.d.") cards.
- Group can write article on its experiences for submission to school and community newspapers.

REFERENCE #: 37-1 ACTIVITY #: 120
CONTENT REFERENCE: 261-262 TOPIC: Industry: business
CLASS TIME: 3-4 periods, plus OCT METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview official of state tax department about taxation of alcoholic beverages.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate how the liquor industry does and should function, in order to make responsible decisions about public policy.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing, evaluating.
OTHER:

ACTIVITY:

A small group of students writes a list of questions to ask an official of the state tax department. Group solicits additional questions from classmates. Sample questions include:

1. What are the taxes per bottle of different kinds of beverages?
2. Who decides what the taxes are? Why are the taxes so high?
3. How much money is received and what is it spent on? Who decides what it is spent on?
4. Who enforces the payments? Have there been many violations? (½ class)

After conducting the interview, group prepares analytical and critical report (1-2 classes) and presents it to class, responding to questions and comments from class and teacher. (½ class)

Class breaks into small groups and is given written instructions to:

1. Decide how much you would tax alcoholic beverages in bars and package stores, if at all, and record your decisions and reasons.
2. Decide and record what you would spend the tax revenues on and why. (½ class) (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The group can write findings into an article for submission to school and community newspapers.
- Two or more small groups can conduct the interviews and compare findings or Activity can be class discussion or homework assignment.
- The tax official can be invited to talk to the class.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a newspaper reporter "interviews" a tax department official (or an AA member "disagrees with" a heavy drinker or a welfare official "argues with" a liquor company official) about what the tax policies are and what they should be. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions about tax laws.

ACTIVITY (CONT'D):

Groups report conclusions to class and respond to questions and comments from class and teacher. (½ class)

REFERENCE #: 1 ACTIVITY #: 121

CONTENT REFERENCE: 260-261 TOPIC: Industry: business

CLASS TIME: 2-2½ periods, plus OCT METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview employee of the state agency responsible for regulating alcohol sales.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the laws that regulate alcohol sales in order to make responsible personal and public policy decisions.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, writing.

OTHER: Students need to have prior knowledge of alcohol laws. Activity # 117, a student discussion of rules for liquor sales, can precede this Activity.

ACTIVITY:

A small group of students sets up an interview with an employee of any organization concerned with licensing and controlling bars and package stores. Students familiarize themselves with agency's policies and functions before interview and then draw up a list of questions. Group solicits additional questions from classmates. Sample questions include:

1. What factors are considered in giving out a new license to open a bar or package store?
2. How does your agency enforce the laws regulating package stores and bars? How could you better enforce them? With more funds? more citizen support?
3. What are some of the more important laws you enforce?
4. What are the penalties for violating these laws? (½-1 class)

After conducting interview, group prepares analytical and critical report that suggests how agency is and/or is not achieving meaningful goals (1-2 classes) and presents it to class, responding to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can write article for submission to school newspaper.
- Two or more small groups can interview different officials and compare findings. Activity can be individual written research report.
- Interviewee can be invited to talk to the class.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a reporter "questions" a Commission member about his policies. To the satisfaction of the research group and the teacher.
- Students write "Handbook of State Alcohol Sales Laws" that explains the state agency's rules on alcohol sales. To the satisfaction of the research group and the teacher.
- Students respond to written and/or oral questions on state's alcohol sale laws.

REFERENCE #: 1
ACTIVITY #: 122
CONTENT REFERENCE: 163-165
TOPIC: Industry; business
CLASS TIME: 2-3 periods, plus OCT
METHOD: Independent Study; interview

CORE ACTIVITY:

Students interview advertising manager of a newspaper, magazine, TV or radio station and ask about their advertising policies on alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate laws governing alcohol advertising in order to make responsible public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, evaluating, researching.

OTHER: Students need to have already studied alcohol advertising, as in Activity #57 and #58.

ACTIVITY:

A small group of students obtains appointment to interview an advertising manager. Group prepares for interview by:

- watching, reading or listening to that publication's or station's advertisements on alcohol
- calling and/or interviewing a publication or station that does not allow alcohol ads to learn its rationale
- writing up a list of questions to ask. Sample questions include:
  1. How do your policies differ from your policies on advertising cigarettes or X-rated movies?
  2. Do you show people drinking or show hard liquor ads? Why or why not?
  3. Aren't you encouraging young people to see drinking as a sign of maturity and fun?

Group solicits additional questions from classmates. (½ class)

After conducting the interview, group prepares analytical and critical report (1-2 classes) and presents it to class, responding to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The group can write an article on its findings for submission to school and community newspapers.
- Two or more small groups can conduct different interviews and compare findings, or Activity can be an individual written research report. (over)

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a consumer protection advocate "interviews" the advertising manager of a mass media publication inquiring about and criticizing its alcohol advertisement policy. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on alcohol advertisers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- An advertising manager can be invited to speak to the class.
- Students can interview official of an ad agency and/or an alcohol beverage company that advertises alcohol.

REFERENCE #: 1 **ACTIVITY #:** 123

CONTENT REFERENCE: 163-165 **TOPIC:** Industry: business

CLASS TIME: 2-3 periods, plus OCT **METHOD:** Independent Study: interview

CORE ACTIVITY:

Students interview a member of any organization that monitors mass media advertisements.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate laws governing alcohol advertising in order to make responsible public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, evaluating.

OTHER: Students must have already studied alcohol advertisements, as in Activity #57 and #58.

ACTIVITY:

A small group of students makes an appointment to interview an official o any agency that monitors mass media advertisements, such as consumer protection bureaus, federal, state and local agencies and publications such as Consumer Reports. Group familiarizes itself as much as possible with agency's history and policies. Group draws up a list of questions to ask and solicits additional questions from classmates. Sample questions include:

1. What are the legal restrictions on advertisements that you or any other agency are empowered to enforce?
2. What, if any, illegal or unethical advertising practices have you uncovered in alcoholic beverage ads? If you cannot reveal these, why not?
3. What actions are you legally allowed to take? What actions, if any, have you actually taken?
4. What, if anything, can the public do about misleading ads?
5. Has the alcohol beverage industry put any pressure on you or on the government not to police their ads? (½ class)

After conducting interview, group prepares critical and analytical report (1-2 classes) and presents it to class, responding to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group writes article based on findings for submission to school and community newspapers.
- Interviewed individuals can be invited to talk with class.
- Two or more small groups can conduct independent interviews and compare results.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a consumer protection advocate is "interviewed" by an advertising company officer or beer company executive who wants nearly complete freedom to advertise as he sees fit. To the satisfaction of the research group and the teacher.
- Students act as government consultants and in small groups write a proposal that explains existing government policies for

(over)

EVALUATION METHODS:

monitoring alcohol advertising and recommends improvements or alterations. To the satisfaction of the research group and the teacher.

REFERENCE #: 1

CONTENT REFERENCE: 163-165

CLASS TIME: ½-1 period

ACTIVITY #: 124

TOPIC: Industry: business

METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on position of alcohol beverage industry on various alcohol issues.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate how the liquor industry does and should function, in order to make responsible decisions about public policy.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, evaluating.

OTHER:

ACTIVITY:

A lecture on the role of the licensed beverage industry should:

- include a case study of one action by the industry involving alcohol use, advertising, or laws -- for example, its role in attempts by states to lower the alcohol blood level figure from .15 to .10 as evidence of intoxication (See Bibliography #52)
- include the views of the licensed beverage industry on issues such as alcohol advertising, abuse, prevention, and laws. These views can be obtained from Licensed Beverage Industries, Inc., 155 E. 44th St., New York, N.Y. 10017
- explain why the industry concentrates on public relations, how it goes about promoting a responsible image, and who pays for this public relations campaign.

This lecture can be enlivened by:

- asking students to guess what the industry's position is and what it should be before explaining what it is; for example, on:
  - age limit for drinking
  - restrictions on bars and package stores
  - restrictions on alcohol advertising (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students write papers defending or criticizing the licensed beverage industry on any of the positions the industry has taken that were discussed in class.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which an AA member "criticizes" an industry representative's motives and actions.
- Half the class writes a defense of the industry on one of its positions. The rest of the class critiques that position.
- Students respond to teacher's written and/or oral questions about the alcohol beverage industry.

ACTIVITY (CONT'D):

- using an overhead projector to display charts of the industry's sales
- inviting a package store owner to talk to the class and answer questions.

REFERENCE #: 1
CONTENT REFERENCE: 163-165
CLASS TIME: ½-1 period

ACTIVITY #: 125
TOPIC: Industry: business
METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on the role of alcohol advertisements in American society.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate laws governing alcohol advertising in order to make responsible public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

A lecture on the role of alcohol advertisements in American society should explain:

- why the industry advertises so heavily
- how advertisements influence people. (see Activity # 58 on advertising techniques)
- what laws exist for regulating such advertisements and the extent to which they are enforced and evaded.

Such a lecture can be enlivened by:

- displaying samples of alcohol advertisements and soliciting student criticisms and analyses of the techniques used
- raising the issue of whether any kinds of alcohol ads should be made illegal.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students role play or write the dialogue for a scenario in which an AA member "interviews" and "criticizes" the advertising manager or an alcohol beverage company.
- Each student creates an ad of his own for selling an alcoholic beverage. Each student writes an analysis of the appeals of one other student's ad. To the satisfaction of the other students and the teacher.
- Students are given an ad by the teacher and write an analysis of its techniques.

REFERENCE #: 1
CONTENT REFERENCE: 163-169
CLASS TIME: ½-1 period

ACTIVITY #: 126
TOPIC: Industry: business
METHOD: Writing

CORE ACTIVITY:

Students take written quiz or test on alcohol advertising and the alcohol industry.

OBJECTIVE:
Students demonstrate knowledge of and ability to evaluate the laws governing alcohol advertising and how the liquor industry does and should function in order to make responsible decisions about public policy.

PRELIMINARY CONSIDERATIONS:
SKILLS DEVELOPED: Evaluating, describing.
OTHER: Activity should be supplemented by other types of evaluations. Activity is useful as both a pre-test and/or post-test.

ACTIVITY:
Students write answers to written essay and multiple choice questions on alcohol advertising and the alcohol industry. Sample questions appear on the following page.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:
- Not applicable.

Sample written evaluation questions on alcohol advertising and the alcohol industry. Sources for answers are in parentheses. Correct answers to multiple choice questions are underlined.

A. Essay Questions

1. If you had complete power over setting the rules for alcohol advertising, what rules, if any, would you set? Why those or none? (Content Literature pp. 163-165)

2. What are some of the restrictions that do exist for alcohol advertising? Do you agree with these limitations? Why? (Content Literature pp. 163-165)

3. Should anything be done to discourage package stores from selling alcohol to minors? Why? If so, what should be done and would that be effective? Why?

B. Multiple Choice Questions

1. Alcohol sales are:
   (a) rarely taxed
   (b) always taxed
   (c) taxed in some communities but not in others
   (d) subject to a small state tax

2. Which of the following is not true of the Licensed Beverage Industry?
   (a) most production is concentrated in a few very large firms
   (b) most companies also sell other products, such as cosmetics and drugs
   (c) the industry is unusual in that its products require storing and aging
   (d) the industry is unusual in that it transports its goods over state boundaries
   (e) all of the above are true

3. Alcohol advertisements are often restricted by state or federal government laws in which of the following ways:
   (a) showing women drinking
   (b) showing athletes drinking
   (c) television advertising of "hard" liquor
   (d) all of the above

REFERENCE #: 1
CONTENT REFERENCE: 160-162
CLASS TIME: 1 period

ACTIVITY #: 127
TOPIC: Industry: manufacture
METHOD: Drama: game

CORE ACTIVITY:

Students play a card game that requires them to organize the products and processes involved in making alcoholic beverages.

OBJECTIVE:

Students demonstrate knowledge of how alcohol is manufactured in order to make personal and public policy decisions about alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Students need to have already studied the rudiments of the manufacture process, such as in a visit to a brewery. Activity is a good evaluation of such a field trip.

ACTIVITY:

Students play a card game that requires them to organize the products and processes involved in making alcoholic beverages.

Class breaks into small groups of no more than four students. Each group is given a packet of cards. The first time the game is played students are given xeroxed copies of the page of cards that follows this Activity. Each student within each group pastes them onto different colored backing paper and cuts out the cards. Each student is also given the instructions which are on the next page.

The game can be expanded if students research the layout and conditions of distilleries, wineries and breweries. Cards may then be added by students or teacher to indicate required temperature (e.g., "cool room" for storage of wine kegs), time periods (e.g., for fermenting or aging of wines) weather conditions (e.g., vintages), and so on.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Different groups can play with cards involving only one kind of alcohol.
- Game may be played along lines of gin rummy in which students get random cards and then "meld" sets in threes or more of the

(over)

EVALUATION METHODS:

- Activity is self-evaluating.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

manufacture process in order. Game may also be played as "fish". This may be the most instructive way to play because players would have to be familiar with the stages of manufacture without seeing them written on a card. For example, a student who had a "sugar" and a "yeast" card would need to know that he has to have a "wine", "beer" or "fermentation" card to meld before he could ask another player for it. Nobody would be able to meld his cards unless he had three steps in sequence.

INSTRUCTIONS TO STUDENTS

*1. Divide the cards so that each student in each group has all 29 cards of one color.

2. Your goal is to make as many complete chains of cards as possible. Each chain represents a complete sequence in the making of an alcoholic beverage beginning with raw materials and ending in its sale.

3. Each chain of cards must include:
   (a) raw materials, such as a grain and yeast
   (b) a process card such as fermentation, distillation
   (c) an alcohol content card, indicating the amount of alcohol found in the final product
   (d) the container the beverage will be packed in when complete
   (e) the name of the type of drink
   (f) a place in which it may be sold

4. A chain may also include a container or tool used in the manufacture of the product.

5. Choose one student to start. Players move clockwise in turn.

6. Each player lays down one card on his turn. You may lay down a card onto a previous one played only if it follows next in order. For example, you may not put down a "liquor store" card onto "barley."

7. If a player spots another player putting down a card in incorrect order, he may challenge him. If the challenger is correct, the other player must take back his card and lose his next turn. If, however, the challenger is wrong and the player was right in the card he put down, the challenger loses his next turn.

8. If a player cannot play a card onto a previous one played, he misses his next turn.

9. Player with the highest number of cards played at the end of the game is the winner for his group. You can tell this easily because each player is playing with different colored cards.

10. Group with the highest number of correctly completed chains when the teacher calls time is the winning group.

---

*(First time game is played teacher must include the following initial instructions for students:)
   a. Each of you receives one page of uncut cards. Paste your page onto colored poster paper, making sure no two students in your group have the same color.
   b. Cut out the cards.

GRAPES	RYE	BARLEY	SUGAR	WHEAT	SUGAR
YEAST	YEAST	FERMENT	FERMENT	DISTILL	HEAT
HOPS	AGE	AGE	CONDENSE	10-22%	5%
86 PROOF	BOTTLE	BOTTLE	CAN	PACKAGE STORE	BAR
WINE	CHAMPAGNE	BEER	WHISKEY	RESTAURANT	

REFERENCE #: 2-1 **ACTIVITY #:** 128
CONTENT REFERENCE: 157-163 **TOPIC:** Industry: manufacture
CLASS TIME: 1-1½ periods, plus OCT **METHOD:** Independent Study: field trip

CORE ACTIVITY:

Students visit an alcohol processing plant.

OBJECTIVE:

Students demonstrate knowledge of how alcohol is manufactured in order to make personal and public policy decisions about alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, describing.

OTHER: Parent and administration permission may be necessary. This Activity is a good introduction to other Activities on the alcohol industry's role in the economy.

ACTIVITY:

Before taking field trip students are given a brief description of how alcohol is manufactured and are told what parts of the process in particular to examine closely. Students write out a list of questions they would like answered by the tour guide. Sample questions include:

1. Why does the company give tours?
2. What explanation does the company offer for producing a substance many people abuse?
3. What major industries are involved indirectly in the manufacture of alcohol?
4. How do you regulate alcohol content and why? (½ class)

Class visits a convenient brewery, or distillery, takes guided tour and collects available company literature.

After tour, class breaks into small groups and is given written instructions to:

1. Agree on and record the steps involved in manufacture.
2. Record the answers to the questions asked during the tour and discuss and record whether you are satisfied with these answers and why or why not.
3. Send a "representative" to one other group to compare notes on the manufacture process. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The follow-up class can be conducted as a class discussion.
- Students can read descriptions of how alcohol is manufactured.

EVALUATION METHODS:

- Students role play a tour guide for a small group of students who "ask questions" at appropriate places about the manufacture process.
- Students write a "Company Handbook" that explains how the company manufactures alcohol and what its positions are on the issues discussed in small groups. Selected "Handbooks" are sent to the company tour guide for response on accuracy.
- Students respond to teacher's written and/or oral questions on the field trip.

REFERENCE #: 9-1

CONTENT REFERENCE: 140

CLASS TIME: 2-3 periods, plus OCT

ACTIVITY #: 129

TOPIC: Industry: manufacture

METHOD: Independent Study: research

CORE ACTIVITY:

Students analyze alcohol bottle labels and contents.

OBJECTIVE:

Students demonstrate knowledge of how alcohol is manufactured in order to make personal and public policy decisions about alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, researching.

OTHER: Parent and administration approval may be necessary for this Activity.

ACTIVITY:

A small group of students analyzes alcohol bottle labels and contents. The teacher brings to class several empty whiskey, wine, beer, liqueur, etc. bottles or mini bottles or just the labels. The group analyzes the labels in such terms as:

1. What does "vintage" mean? Why is wine made in some years better than that made in others? What are the differences between California, French, German, Italian, etc. wines? How much alcohol do wines contain? Why that amount?
2. What does "proof" mean? What is the difference between scotch and blended whiskies? What does age have to do with whiskey? Why is there a government seal over the cap?
3. What does "lager" mean? What is "brewing"? What makes up beer besides alcohol?

The group divides up responsibility for the research. (½ class)

After completing research, group prepares (1-2 classes) and presents report to class and responds to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can research different types of beverages or an entire class can conduct the research.

EVALUATION METHODS:

- Students are given one empty bottle of an alcoholic beverage and write an explanation of the label and contents. To the satisfaction of the research group and the teacher.
- The teacher asks written and/or oral questions to determine whether the students have the knowledge and ability to evaluate alcohol bottle labels and content.

REFERENCE #: 1
CONTENT REFERENCE: 158-163
CLASS TIME: $\frac{1}{2}$-1 period

ACTIVITY #: 130
TOPIC: Industry: manufacture
METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on manufacture of alcohol.

OBJECTIVE:

Students demonstrate knowledge of how alcohol is manufactured in order to make personal and public policy decisions about alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, discriminating.
OTHER:

ACTIVITY:

A lecture on how alcoholic beverages are made should:

- distinguish between wine, beer, whiskey and liqueurs and their alcohol content
- distinguish between industrial manufacture and home brewing
- explain what other industries are involved in and profit from the manufacture of alcohol

This lecture can be enlivened by:

- displaying some of the materials of fermentation and distillation such as yeast, hops and crushed grapes
- putting diagrams of the process on the blackboard or on an overhead projector
- using interesting examples, such as moonshining and home brewing
- inviting someone to talk to the class who has made home brew or wine
- borrowing the necessary equipment and soliciting the necessary advice from a chemistry teacher to illustrate the processes of fermentation and distillation.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can read descriptions of how alcohol is manufactured. (See Bibliography #68, 68, 69, 70, 79.)
- Teacher or students can set up experiment demonstrating fermentation and/or distillation processes.
- Students can bring to class small containers of fruit juices (over)

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a reporter "interviews" a manufacturer or moonshiner on how they make their alcohol. To the satisfaction of the class and teacher.
- Students respond to teacher's written and/or oral questions on how alcoholic beverages are manufactured.
- Students play game on alcohol manufacture in Activity #127.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

which are left at room temperature and tested for fermentation every 3 days for 2 weeks. Control samples are refrigerated.

REFERENCE #: 1
CONTENT REFERENCE: 159
CLASS TIME: ½ period

ACTIVITY #: 131
TOPIC: Industry: manufacture
METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on various uses of alcohol.

OBJECTIVE:

Students demonstrate knowledge of how alcohol is manufactured in order to make personal and public policy decisions about alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

Teacher lectures on various uses of alcohol, emphasizing that most forms of alcohol are not fit for consumption and that alcohol has many important non-beverage uses.

Teacher can divide uses into four categories:

1. industrial: antifreeze, ink, fuel, film
2. medicinal: preserving agent, antiseptic, cosmetics
3. social: social drinking, beverage with meals, religious and ceremonial uses
4. culinary: flavoring extracts, recipe ingredients.

This lecture can be enlivened by:

- bringing in samples to class, such as antifreeze, ink, fuel, film, antiseptics, rubbing alcohol, cosmetics, and foods cooked with alcohol that the class can sample
- bringing in recipes and menus that involve the use of alcohol
- inviting school nurse and doctor to explain medicinal uses; parents to explain social uses; school dietitian to explain culinary uses.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students create collages or mobiles illustrating alcohol's various uses.
- Students respond to written and/or oral questions about alcohol's uses.

REFERENCE #: 40-1 ACTIVITY #: 132
CONTENT REFERENCE: 159-160 TOPIC: Industry: manufacture
CLASS TIME: 1 period METHOD: Science

CORE ACTIVITY:

Students perform experiments to determine properties of alcohol and discuss the utility of these properties.

OBJECTIVE:

Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.
OTHER:

ACTIVITY:

Students are given instructions to perform the following experiments, to record their results and to write what industrial uses alcohol might have based on these results. Students perform them either in small groups or individually.

1. Put a leaf in alcohol and a leaf in water. Put a drop of oil (castor or olive) in alcohol and in water.
2. Determine the boiling and freezing points of alcohol and water by placing a cooking thermometer in each as they approach the boiling point.
3. Touch a lighted match to a dish of water. Do the same for alcohol. (Extinguish flame by putting a water glass over the dish.)
4. Fill a two-gram vial half full with water. Tip vial and slowly fill with alcohol. Close top with finger, turn upside down and shake.

Teacher points out, on basis of experiments, how the properties of alcohol (good solvent, low freezing point, high boiling point, flammable and moisture absorbing) can and are put to use in industry (antifreeze, preservative, rubbing alcohol).

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The experiments can be performed as a class demonstration by one group of students or by the teacher.
- Students can water one plant with water, another with an alcohol solution (3 teaspoons of alcohol to 1 pint of water) and observe results.

EVALUATION METHODS:

- Students write a "brochure" explaining the industrial uses to which alcohol is put based on its properties.
- Students role play or write the dialogue to scenario in which an alcohol industry representative explains the uses to which alcohol can be put to a person who wants to make it illegal to manufacture alcohol.

REFERENCE #: 1
CONTENT REFERENCE: 159-163
CLASS TIME: ½-1 period

ACTIVITY #: 133
TOPIC: Industry: manufacture
METHOD: Writing

CORE ACTIVITY:

Students take written quiz on how alcohol is manufactured.

OBJECTIVE:

Students demonstrate knowledge of how alcohol is manufactured in order to make personal and public policy decisions about alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.
OTHER: This Activity can be used as a pre-test and/or post-test.

ACTIVITY:

Students write answers to written essay, short answer and multiple choice questions on how alcohol is manufactured. Sample questions appear on the following page.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation questions on how alcohol is manufactured. Answers or sources for answers appear in parentheses. Correct answers to multiple choice questions have been underlined.

A. Essay Questions

1. Describe how wine, beer and whiskey are manufactured. (Content Literature pp. 160-162)

B. Short Answer

1. What is the difference between distillation and fermentation? (Content Literature pp. 160-162)

2. Match each alcohol beverage with the product it is made from:

vodka
Scotch
wine
rum
bourbon
beer

Molasses (rum)
grapes (wine)
cereals (beer)
beer (Scotch, bourbon)
potatoes (vodka)

3. Wine has an alcohol content of either 10-12% or 17-22%. Why these two figures in particular?
(normal wine stops fermenting at 10-12% alcohol concentration; but vodka is added in Port, Sherry and Muscatel to strengthen them to 17-22%)

4. Match each average percentage of pure alcohol with each drink:

wine (10%)
beer (5%)
Whiskey (40%)
brandy (40%)

5%, 10%, 20%, 30%, 40%, 50%, 60%

C. Multiple Choice Questions

1. Distillation (or fermentation) is:
   (a) the process by which beer is made
   (b) the process by which whiskey is made
   (c) the process by which wine is made
   (d) none of the above
   (e) all of the above
   (f) a and c (correct answer if fermentation is the question)

2. Distillation (fermentation) is a process in which:
   (a) beer is boiled and the resulting alcoholic gas is then cooled into purer alcohol
   (b) yeast is added to fruit to produce wine
   (c) yeast is added to cereals to produce beer
   (d) all of the above
   (e) b and c (correct answer if fermentation is the question)

3. Which of the following never improves with age:
   (a) beer
   (b) wine
   (c) whiskey
   (d) brandy
   (e) all of the above improve with age

4. "Proof" indicates:
   (a) an alcohol was legally made
   (b) twice the alcohol percentage of a beverage
   (c) an alcoholic beverage is pure alcohol
   (d) all of the above

5. If a wine is labeled 20 Proof it:
   (a) is 10% alcohol
   (b) is 20% alcohol
   (c) 40% alcohol
   (d) something is wrong with the label (wines aren't "proofed")

6. If a whiskey is labeled 86 Proof it contains:
   (a) 43% alcohol
   (b) 86% alcohol
   (c) 172% alcohol
   (d) something is wrong with the label

7. Wine cannot be made from which one of the following:
   (a) grapes
   (b) plums
   (c) dandelions
   (d) cereals
   (e) it can be made from all of these

REFERENCE #: 1
CONTENT REFERENCE: 165-169
CLASS TIME: ¼-½ period

ACTIVITY #: 134
TOPIC: Industry: manufacture
METHOD: Writing

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward the alcohol beverage industry.

OBJECTIVE:

Activity is designed to reveal student attitudes toward the Licensed Beverage Industry.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post-test to evaluate before a course what attitudes need changing and whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward the Licensed Beverage Industry. Sample questions are:

1. Should alcoholic beverage companies be allowed to advertise?
2. Should alcohol companies be allowed to advertise hard liquor on television?
3. Are companies that advertise alcohol immoral?
4. Are companies that manufacture alcohol immoral?
5. Are people who sell alcohol taking advantage of alcoholics and problem drinkers?

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 135
TOPIC: Interpersonal: general
METHOD: Audiovisual

CORE ACTIVITY:

Students compare two movies that illustrate interpersonal problems revolving around alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, evaluating.

OTHER: Activity is a good introduction to a study of interpersonal situations involving alcohol and also a good evaluation of such a study.

ACTIVITY:

Students view two movies that depict interpersonal conflicts that result from alcohol use:

1. Eat More Eggs -- 4 minutes, black and white. In a small, dark bar a girl attempts to pick up a drinker. When his girlfriend arrives a fight develops between the two women. Source: See Bibliography #185.
2. An Unpleasant Evening -- 10 minutes, black and white. Description of a teenage girl persuading a boy to smuggle her a bottle of wine into a dance. She gets drunk on it and her boyfriend and his friends beat up the boy who got her the wine. Film also shows girl's inability to relate to others without alcohol. Source: See Bibliography #184.

After viewing, students break into small groups and are given written instructions to:

1. Discuss and record why the participants probably acted the way they did.
2. Discuss and record what each of the major participants should have done and why. (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can view movies without the sound and individually write and then compare what they think is taking place and why.
- Small group discussions can be class discussion.

EVALUATION METHODS:

- Each student creates and writes his own short story around an interpersonal situation involving alcohol. Each student then critiques one other student's story along the lines suggested above.

ACTIVITY (CONT'D):

Groups report conclusions to class and respond to questions and comments from class and teacher.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1-1½ periods

ACTIVITY #: 136
TOPIC: Interpersonal: general
METHOD: Audiovisual and Discussion

CORE ACTIVITY:

Students listen to a taped conversation about alcohol, role play it and then analyze it in terms of accuracy.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, evaluating, decision-making.

OTHER: Students need to have already studied alcohol's effects on driving and safety. Activity is particularly useful as an evaluation of earlier learnings on alcohol. It requires 1-2 hours' advance preparation by the teacher or student volunteers.

ACTIVITY:

The teacher discusses the differences between facts and opinions and then informs students that they will be listening to a conversation about alcohol use between two people and to listen carefully for statements of fact and opinion and distinguish between accurate and inaccurate statements about alcohol.

The teacher plays a tape recording of a dialogue between two or more people involving alcohol use. Teachers will have to find an appropriate partner with whom to tape the dialogue or use two student volunteers. Teachers can use the example provided here, revise it to suit their needs or create an entirely new one. The teacher also needs to write in advance on a piece of paper or 3X5 card each of the sentences of the dialogue so that students later can try to put them back together again in their proper sequence.

Following the tape presentation, students role play the situation (making up their own dialogue). Students break into small groups and are given written instructions to discuss:

- whether either the son or the mother have made a more persuasive argument in the tape? in the role play? How?
- how this issue will be settled in the tape? in the role play?
- better ways to settle this kind of dispute.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Discussion can be class discussion, or discussion questions can be written homework assignment.

EVALUATION METHODS:

- Small groups of students create their own dialogues and tape them. Each group listens to one other group's dialogue and distinguishes facts from opinions and false from accurate statements about alcohol. To the satisfaction of the group that wrote the dialogue and the teacher.

ACTIVITY (CONT'D):

Each group reports its conclusions to the class and responds to questions and comments. (1 class)

Each group is now given a set of cards with the sentences of the dialogue on them. Groups are given written instructions to:

1. Discuss and record which statements are facts and which are opinions.
2. Discuss and record which statements about alcohol are true and which are not.

Each group compares its conclusions with those of the group next to it. (½-1 class)

Mom, I'm going to the dance tonight at the school.

Oh, Richard, when did you get home? What did you say again?

I said I'm going to the dance at school.

You don't just come in here and tell me that...

Everybody else is going.

Well, that's no reason at all. Suppose someone swallows a quart of whiskey. Are you going to do that, too?

I'm 16 (or 14, etc) now. Don't you think I can take care of myself?

Well, you don't always act like it. If you're 16 (or 14, etc.) and so responsible, why did you let Jimmy persuade you to drink 2 cans of beer last month. You could have passed out. As it was you came staggering home. Besides, what about the time....

I did not come staggering home from 2 beers and Jimmy didn't persuade me to drink them. I had to to join the club, and anyway you can't pass out from 2 beers. Dad has three or four when he's watching the football game on Sundays and it doesn't bother him.

Your dad's different. He weighs more than you so he can hold it better. Besides, he's been drinking for so many years his body's used to it.

So why can't I let my body get used to it too, huh?

Because that's the way to become an alcoholic. Don't you know that people who start to drink at an early age usually become alcoholics? Your father never drank until he was 24 -- right after we got married. Who's going to the party? How're you getting there? I can't take you tonight and your father's working.

Sam is going to pick me up at six and...

Sam Guzzler!?! Is that the kind of kid that's going to be at the party? Drop-outs who spend all day boozing it up? I don't want you hanging around with any of the Guzzlers, and I'll never let you drive with them, especially not to a dance. His father -- Old Man Guzzler -- died two years ago from a rotten liver. See what liquor did to him! It rots your liver, everyone knows that. And you drink enough and it kills your brain cells. Oh no, you're not going with Sam.

Come on, Mother, Sam's the only Guzzler that doesn't drink -- very much. Don't you remember last year when he nearly got killed driving with Lou Lush when Lou was going ninety miles an hour after drinking a six-pack? They nearly all got killed when Lou ran off the road. Well Sam really learned his lesson that time and hasn't driven with Lou since. Do you think I'd drive with someone who had been drinking? I heard Ab Steiner talking to a customer the other day saying that most of the people who get killed in driving accidents have been drinking. You really got a lot of confidence in me, don't you. You won't let me out after midnight, you won't let me see X rated movies, Dad rips out the good part of Playboy before I can see it, and now you won't let me drive with a good kid to a finky school dance. You should see what Roger's parents let him do!

OK, you can go to the party, if you're home by eleven and if you pay for a taxi to get there with your allowance money. Taxi drivers never drink, that's for sure.

What!!! Take a taxi -- and pay for it? The kids would laugh me out of town!

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 137
TOPIC: Interpersonal: general
METHOD: Discussion

CORE ACTIVITY:

Students discuss the responsibilities of a host at a party involving drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.
OTHER: Students need to have already studied alcohol's effects and automobile safety.

ACTIVITY:

Students write brief (½ page) response to one or more scenarios in which a host is confronted with drinking issues at a party. See next page for sample scenarios.

The following class, students break into small groups and are given written instructions to discuss:

- what the hosts would do and why.
- what the hosts should do and why.
- if there is any discrepancy, why and can it be overcome.
- whether a host has other responsibilities besides those raised by the scenarios.
- what guests can do, if anything, about a host who is irresponsible.

Groups report their conclusions to the class and respond to questions and comments. The teacher may want to bring up for discussions unmentioned options such as serving food and non-alcoholic beverages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Students can discuss whether it is the host's responsibility if a guest who gets drunk at his party killed two pedestrians driving home.
- Activity #144 involves role plays of this problem.

EVALUATION METHODS:

- Students role play the scenarios. (See Activity #144.)
- Students respond to teacher's written and/or oral questions on host's responsibilities.

SAMPLE SCENARIOS

You and your wife (husband) are the hosts at a party of six couples. You have served beer and whiskey. It is the end of the evening and John and Lucy are about to drive home. You don't know exactly how much they've had to drink but John seems a little unsteady. What will you do? What, if anything, should you do? Why?

You are the 18-year old host at a party for several friends after a football game. Susan is getting drunk on beer and you know that whenever this happens she gets sick, vomits and has an awful hangover the next day. She came without a boyfriend and has been talking with several different people. What, if anything, will you do? What, if anything, should you do? Why?

You and your wife (husband) are the hosts at a party of six couples. You have been serving mixed drinks. It is the middle of the evening and you can tell that Frank and Susan are both starting to get drunk. They drove over from their home 37 miles away and, because they couldn't find a baby sitter, put their baby in one of your rooms to sleep until they are ready to drive home. What, if anything, will you do? What, if anything, should you do? Why?

You are having a party after the Big Game and will be serving plenty of beer. You know that several kids will get drunk and want to drive home. What, if anything, will you do to prevent this? What, if anything, should you do? Why?

You are the 18-year old host at a party for several friends after the football game. Sam, one of your friends, is just getting over mono and is under strict doctor's orders not to drink. Sam's girlfriend has asked you not to serve him anything. Sam is coming over to you right now and you know he's going to ask you for just one beer. What, if anything, will you do? What, if anything, should you do? Why?

New scenarios can be written by varying:

- the age and sex of the host and drinkers
- the location of the drinking
- the relationship between the host and the drinkers
- what the drinkers will be doing after drinking.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 138
TOPIC: Interpersonal: general
METHOD: Discussion

CORE ACTIVITY:

Students discuss responsibility for consequences of buying alcohol illegally for minors.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.
OTHER:

ACTIVITY:

Students read one or more scenarios in which they are the judge in a case in which someone has provided a minor with alcohol and the minor caused harm to himself or others as a result. See next page for sample scenarios.

Students then write brief responses to the following instructions:
As the judge of this case you must decide and record:

1. Whether the person who gave the alcohol to the minor is to blame for what happened to him.
2. Whether you will punish that person and why.
3. If you do, what punishment you will set.

The following class, students break into small groups and are given written instructions to discuss and agree on:

- whether the person who gave the alcohol to the minor is to blame for what happened to him.
- whether to punish him and why.
- what punishment, if any, to set and why.

Groups report results to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can discuss whether bartenders should serve known alcoholics.
- Activity #143 involves role plays of this issue; Activity #139 involves a discussion of the ethics of "bootlegging."
- A letter can be written to one or more judges asking what their feelings are and decision would be.

EVALUATION METHODS:

- Students write and exchange their own scenarios and write responses to the above questions.
- Students role play or write the dialogue to scenarios in which the defendant argues his case before the judge.

SAMPLE SCENARIOS

A 22 year old man is accused of having illegally bought a six-pack of beer for a 13-year-old boy who had asked him to do it as a favor. The boy got drunk and went swimming at midnight and drowned. The man was a friend of the boy's father and felt he was just doing the kid a favor.

A 35-year-old man saw a 15-year-old youth refused service by a package store and offered to buy for him for $1.00. The youth agreed and the man bought him a fifth of whiskey. The boy got drunk on it and stole a car. He killed a pedestrian before totaling the car on the Freeway.

A 17-year-old girl asked her older sister to buy a bottle of champagne for her to celebrate her boyfriend's birthday. The sister complied. The girl and her boyfriend drank the bottle in the local park. They began to get silly and loud and neighbors called the police complaining about the noise. They were arrested on a charge of disturbing the peace.

You are the parent of a 12-year-old son. The 18-year-old brother of a friend of his bought a case of beer for the two boys and they proceeded to get quite drunk. They created such a disturbance in the park where they were drinking that the police were called and arrested them for disturbing the peace.

As the parent, what, if anything, will you do about the 18 year old who bought the beer?

New scenarios can be created by varying:
- the ages and sex of the participants
- the relationship between the participants
- the trouble the minor experienced as a result of his drinking
- who is responsible for punishing the "bootlegger".

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 139
TOPIC: Interpersonal: general
METHOD: Discussion

CORE ACTIVITY:

Students discuss ethics of illegally buying alcohol for a minor.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.
OTHER:

ACTIVITY:

Students write brief responses to one or more scenarios of illegal purchase of alcohol for minors. Sample scenarios include:

- You are 22 years old. Your best friend is 19 and wants you to buy a case of beer for his 15 year old younger brother who plans to go drinking in the park with some friends. Will you buy it? Why or why not?
- You are 21 and your younger sister (16) has asked you to buy a bottle of champagne for her so she can celebrate her boyfriend's birthday. Will you buy it? Why or why not?
- New scenarios can be created by varying the relationship between the participants and their age and sex, as well as the reasons for which the minor wants the alcohol.

The following class, students break into small groups and are given written instructions to discuss whether and why it is justifiable or not to buy alcohol for a minor in each of the scenarios. Groups report their conclusions to class and respond to questions and comments from class and teacher.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.
- Discussion questions can be written homework assignment.
- Activity # 138 involves discussion of responsibility for "bootlegging"; Activity #143 involves role plays of the issue.

EVALUATION METHODS:

- Students role play Activity # 143 on the same issue.
- Students write a defense of a position opposite to the one they wrote on their original position papers. To the satisfaction of a student who originally took that position and the teacher.

ACTIVITY (CONT'D):

Groups report their conclusions to class and respond to questions and comments from class and teacher.

REFERENCE #: 1 ACTIVITY #: 140
CONTENT REFERENCE: 214-216 TOPIC: Interpersonal: general
CLASS TIME: 1 period METHOD: Discussion

CORE ACTIVITY:

Students discuss whether to give a "bum" a quarter.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, influencing, decision-making.
OTHER:

ACTIVITY:

Students respond briefly (½ page) in writing to one or more scenarios in which they are accosted by alcoholics for money. Sample scenarios are on the next page.

The following class, students break into small groups and are given written instructions to discuss:

- the best course of action and why.
- how this would differ if the alcoholic had asked for a dollar.

Groups report conclusions to class and respond to questions and comments from class and teacher. Activity or teacher may raise related questions for discussion, such as: Is the alcoholic to blame for being an alcoholic? and: Should the government provide assistance for skid row alcoholics? If so, what kind? Why?

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.

EVALUATION METHODS:

- Students write a section of a "Handbook on Alcoholics" indicating how the general public should respond to skid row alcoholics who beg for money.
- Students role play or write the dialogue to a scenario in which an alcoholic derelict "asks" a passer-by for a handout. The passers-by can use the role profiles on the next page.

SAMPLE SCENARIOS

You are walking down Washington Street with your date on the way to a movie. You are a high school student being supported by your parents who don't have much money to spare but aren't poor either. You have \$8.45 on you in bills and change after buying gas with the \$10.00 your father gave you for this date. After the movie you plan to stop in at the Dairy Queen for ice cream before driving home. An alcoholic "bum" asks you for 25¢. Do you give it to him? Why?

You earn \$18,000 a year and are living very comfortably. While walking down Lincoln Street you are stopped by an alcoholic "bum" who has just watched you break a \$10.00 bill for a newspaper. You are alone. He asks you for 25¢. He is sober at the moment. Do you give it to him? Why?

You are walking down Jefferson Street on your way to work. A bum in ragged clothes asks you for 25¢ "for a cup of coffee." Last week you were buying a six-pack on your way home and you saw this same "bum" buying a bottle of cheap wine, paying for the whole thing with quarters. What will you do now? Why?

New scenarios can be created by varying:

- whether the "bum" is sober or drunk
- whether the passerby is rich, poor, self-supporting, unemployed, etc.
- how much the "bum" asks for
- whom the passerby is walking with
- the sex of the "bum" and the passerby

REFERENCE #: 9-1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 141
TOPIC: Interpersonal: general
METHOD: Discussion

CORE ACTIVITY:

Students evaluate how to cope with a problem drinker in the family.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.
OTHER:

ACTIVITY:

Students play "Dear Abby" and respond to someone writing her a letter about a family alcohol problem. Sample letters appear on the next page.

The following class, students break into small groups and are given written instructions to discuss the best response and why.

Groups read letters to class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students role play "hotline" in which students "call in" problems to each other.
- Activity can be a class discussion or written homework assignment. (over)

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a social worker is "consulted" by one of the family members in the scenarios.
- Students role play "hotline" in which family members "call in" problems to the hotline operator
- Students respond to teacher's written and/or oral questions on how to cope with problem drinker in the family.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students write the above letter into the local newspaper "Dear Abby" section and see what "Abby's" response is.

SAMPLE SCENARIOS

Dear Abby:

My father frequently goes on drinking sprees, some of which last for several days. When he's not drinking he is kind and generous. But when he drinks too much he is mean, sloppy and sometimes violent. He sometimes spends so much on liquor that the family has to do without much food. What can I do? I am 16 years old.

signed,
Confused

How will you respond?

Dear Abby:

My mother spends all day watching soap operas and nibbling potato chips and neglects my two baby twin brothers and the house. My father has two jobs to support us and isn't home too much. When I get home from school she's already had several drinks and gets mad at the slightest thing I do. What can I do?

signed,
Oppressed

How will you respond?

Dear Abby:

My husband spends every Saturday and Sunday afternoon and Monday night watching the football games. While watching he keeps on drinking beer until by the end of the game he is unsteady and irritable, so we can't go anyplace or have any guests in. Tuesday he wakes up with a hangover. The rest of the week he's fine. What can I do?

signed,
Confined

How will you respond?

New letters can be created by varying:

- the relationship between the drinker and letter writer
- the ages and sexes of both
- why and under what circumstances the drinker drinks
- how much the drinker drinks and how he behaves as a result

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 142
TOPIC: Interpersonal: general
METHOD: Drama: role play

CORE ACTIVITY:

Students role play scenarios involving the use of alcohol by different family members.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing, feeling responsible, decision-making.

OTHER:

ACTIVITY:

Students role play scenarios in which a "member of their family" is a problem drinker and students must decide how to cope with him in specific situations. Sample role profiles appear on the next page. Students should be encouraged to create their own scenarios and role profiles.

After each role play, non-participants suggest what they would have said and done had they been participants. Participants discuss the feelings they had while role playing.

After role plays, teacher lists on board ways students responded to each problem drinker. Class discussion is then held on which responses students and teacher feel are most constructive and why.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write a "Manual on how to cope with a Problem Drinker in the Family."
- Students respond to written and/or oral questions on how to handle problem drinkers in one's family.

SAMPLE ROLE PROFILES

Student

You've invited your best friend to come home with you after school. You and your friend go in the house and find your father drunk on the kitchen floor. He starts yelling and mumbling but he's not making any sense. He's been doing this a lot lately since he lost his job last month. He tells you to take your friend and get out, but it's raining outside. What do you do with your father and your friend?

(Create similar role profile for friend: Your best friend has invited you to his home after school, etc.)

Problem Drinker

You lost your job last month and you've been so upset at being unable to support your family that you've been drinking quite a bit. A couple of times your son (daughter) has found you completely drunk. You've tried to get jobs but there just aren't any around. You got really drunk this afternoon when you spent all morning trying to find a job and your son (daughter) has just come home with his friend and found you on the floor. You feel embarrassed so you tell him (her) to take his (her) friend and leave.

Student

Your mother has been asked to meet with your teacher and guidance official but now she tells you she's not going because she's been drinking all day and doesn't feel well. She tells you to go to the school and tell the teacher that she has visitors and won't be able to make the meeting. This is the third time she's cancelled her appointment. You really want her to talk to your teacher because you feel she has been unfair in giving you poor grades. You may have to stay back a year if your grades aren't changed. What do you do?

Problem Drinker

You have been drinking heavily for several months now and you feel this is none of your daughter's business. You know what you're doing and your going to quit drinking any day now. You are supposed to meet with your daughter's teacher and the guidance department about her poor grades but you just don't feel up to it today. So you tell your daughter to tell them you have visitors and can't make the meeting. This is the third time you've cancelled it.

Student

Your older brother came back from Vietnam about two months ago. He got pretty "shook up" over there and is still very nervous and tense. He's been hanging around the house doing a lot of heavy drinking. This afternoon he got drunk and broke your new tran-

SAMPLE SCENARIOS

sistor radio. You have just come home from school and found it on the kitchen table smashed. He is sitting drunkenly in a chair. What do you do?

Problem Drinker

You came back from Vietnam two months ago. You really haven't been able to settle down to a job because you had an upsetting time in the war. At times you've been doing some drinking because it helps you relax and forget the war and your problems. Today you did some drinking and broke your kid brother's new transistor radio by mistake. You like him and feel bad about it but you're not going to let him chew you out for it. After all, if it hadn't been for the war, you wouldn't have been drinking, you feel. Now he's just come in.

New Role profiles can be created by varying:
- the relationship between the student and the problem drinker
- the reason the problem drinker drinks, how much he drinks and what effect his drinking has on the student
- the problem drinker's attitude toward the students and toward being helped.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1-1½ periods

ACTIVITY #: 143
TOPIC: Interpersonal: general
METHOD: Drama: role play

CORE ACTIVITY:

Students role play scene in which a minor tries to persuade an adult to buy alcohol for him.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, influencing, decision-making, empathizing.
OTHER:

ACTIVITY:

Students role play an adult or older (-looking) student being asked by a minor to buy alcohol. Sample role profiles can be found on the next page. After each role play, participants read their role profiles to class and then discuss the feelings they had while role playing. Non-participants discuss what they would have said and done had they been involved. Class should be encouraged to write its own scenarios and role profiles.

After completion of role plays, teacher lists on blackboard the actions and methods used by the role players in responding to the minor. Students then break into small groups and are given written instructions to:

> Discuss and record the best course of action for each scenario and why. (½-1 class)

Groups report results to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 138 and # 139 are related discussion Activities on illegal provision of alcohol to minors.
- Activity can be a class discussion.

EVALUATION METHODS:

- Students engage in Activity #138 on responsibility for the consequences of providing minors with alcohol.
- Students write section of a "Guidebook for Adults" on how adults should handle minors who ask them to buy alcohol for them.

SAMPLE ROLE PROFILES *

Minor

You are a 15-year-old (girl or boy) and you want to celebrate your boy (girl) friend's birthday by sharing a bottle of champagne. You have just been refused service in a package store. Walking out a kindly looking man who watched as you were refused holds the door for you. He had been buying, too. You figure, as you both step out the door, that he might buy for you. You'd even offer him a $1.00 to do it for you if you had to.

Adult

You are a 22-year-old married man buying some beer for a party you're having tonight. You've been watching a young boy (girl) being refused service because he (she) is too young. You hold the door open for him (her) as you both walk out.

Minor

You are 15 years old and you've promised your two friends you'll get a case of beer so you can go drinking in the park on Friday night (tonight). You've gone drinking before but you've never been the one to supply the beer. Your older brother is away for the weekend or you'd ask him (you really aren't sure he'd get it for you). So you figure his best friend might buy for you, especially if you offer him a few free cans.

Adult

Your best friend's 15-year-old brother is walking over to you. You don't know him too well but you do know that his parents are pretty strict about things. You are lounging around bored and broke in front of the ice cream shop because your best friend has gone away for the weekend. You yourself like drinking beer and getting drunk once in awhile.

New role profiles can be created by varying:
- the age and sex of the participants
- the relationship between the participants
- the kind of alcohol the minor wants and the reasons he wants it.

REFERENCE #: 1

ACTIVITY #: 144

CONTENT REFERENCE: 214-216

TOPIC: Interpersonal: general

CLASS TIME: 1½ periods

METHOD: Drama: role play

CORE ACTIVITY:

Students role play scene in which a host at a party has to respond to drinking guests.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, influencing, decision-making.

OTHER: Students need to have already studied alcohol and automobile safety.

ACTIVITY:

Students role play host and drinking and non-drinking guests at a party. Sample role profiles are on next page. Students should be encouraged to create their own scenarios and role profiles.

After each role play, participants read their role plays to class and then discuss the feelings they had while role playing. Non-participants suggest what they would have said and done had they been participants.

After role plays, the teacher lists on the blackboard ways hosts responded to the various problems. Students then break into small groups and are given written instructions to:

1. Discuss and record the best ways for a host to handle each situation and why.
2. Discuss and list other types of situations a host or guests might face at a drinking party where a response might be called for. (1 class)

Groups report results to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #137 involves a discussion of this issue.

EVALUATION METHODS:

- Students write response to "Dear Abby" letter in which writer asks how he should cope with drinking problems when he hosts a party.

SAMPLE ROLE PROFILES

Host

You (Lou) and your wife (husband) are the hosts at a party of six couples. You have served beer and whiskey. It is the end of the evening and John and Lucy are about to drive home. You don't know how much they've had to drink, but John seems a little unsteady. They live about 4 miles away. Lucy says, "Lou, I don't think my husband can drive safely. What should we do? I don't have a license." What do you say? What, if anything, should you say? Why?

Guest

You (John) and your wife have been having a good time at Lou's party. You've had about four or five beers since nine (it's now 11) and your wife has had a couple. You're ready to drive home now. You live 3 miles away.

Host

You (Sam) are the 18-year-old host at a party for several friends after a football game. Susan is getting drunk on beer and you know that whenever this happens she gets sick, vomits and has an awful hangover the next day. She came without a boyfriend and has been flirting with several different people. She goes up to you, while you're at the icebox, and says, "Grab me another beer, will you!" What, if anything, will you do? What, if anything, should you do? Why?

Guest

You (Susan) are having a great time at Sam's party after the football game. You've had a few beers, but you aren't drunk, you feel, and you won't let yourself get drunk because you throw up when you do. Your boyfriend is not with you this evening, so you've been moving around talking to other people.

Host

You (Peter) and your wife are the adult hosts at a party of six couples. You have been serving mixed drinks. It is the middle of the evening and you can tell that Frank and Susan are both starting to get drunk. They drove over from their home 37 miles away and, because they couldn't find a babysitter, put their baby in one of your bedrooms to sleep until they are ready to drive home. Frank comes over to you and says, "Make me another Tom Collins for me and my wife." What will you do? What should you do? Why?

SAMPLE ROLE PROFILES

Guest

You (Frank) and your wife are having a great time at Peter's party. You were unable to get a babysitter so you drove over (37 miles) with your baby who's now sleeping upstairs. You've both had a few cocktails and feel fine, a little "high" perhaps, but not drunk. It's time to go home.

Host

You (Bob) are the 18-year-old host at a party for several friends after the football game. Sam, one of your friends, is just getting over mono and is under strict doctor's orders not to drink. Sam's girlfriend has asked you not to serve him anything. Sam is coming over to you right now and you know he's going to ask you for just one beer. What, if anything, will you do? What, if anything, should you do? Why?

Guest

You (Sam) are at Bob's party, but you feel left out because you're not supposed to drink any alcohol because you just got over mono. Your girlfriend is keeping an eye out on you because she doesn't want you getting sick on her. But she's in the lady's room right now so you go over to Bob to ask him to get you just one beer.

New role profiles can be created by varying:

- the age and sex of the host and drinkers
- the relationship between the host and drinkers
- what the drinkers will be doing after drinking

REFERENCE #: 1 **ACTIVITY #:** 145

CONTENT REFERENCE: 216-217 **TOPIC:** Interpersonal: general

CLASS TIME: $2\frac{1}{2}$-$3\frac{1}{2}$ periods, plus OCT **METHOD:** Independent Study: research

CORE ACTIVITY:

Students evaluate the performance and attitudes of agencies dealing with alcohol problems and develop and institute methods for influencing them.

OBJECTIVE:

Students demonstrate knowledge of techniques of influence, ability to implement them and constructive attitudes toward social intervention, in order to make responsible decisions about public policy.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, influencing, getting involved.

OTHER: This Activity may require parent and/or administration approval.

ACTIVITY:

A small group of students charts reforms for a social or political institution that it feels needs changes and attempts to influence that institution in the direction of their reforms.

The group engages in this activity in the following steps:

1. On the basis of previous reading and study, it decides which institution it wants to influence to change, for example:
   - hospital
   - police department
   - judiciary branch
   - alcohol advertising company
   - alcohol beverage industry
   - legislature on an alcohol law
   - auto insurance company
2. The group reads the available literature on that institution and conducts the necessary interviews to familiarize itself with it.
3. It then decides why it wants to influence it to change and what changes it wants to see it make.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct this Activity, or an entire class can engage in it.

EVALUATION METHODS:

- Students write a "Handbook of Influence" on how and why (or why not) to influence social and political institutions. To the satisfaction of the research group and the teacher.
- The teacher asks students written and/or oral questions on what they learned about the institution and how and whether to influence it. To the satisfaction of the research group and the teacher.

ACTIVITY (CONT'D):

4. The group outlines a plan for influencing it and a justification in terms of effectiveness and ethics of its techniques of influence.
5. The group divides up responsibility for implementing its plan. (2-3 classes)

After conducting research and implementing plan, group reports results to class and responds to comments and questions from class and teacher. (½ class)

REFERENCE #: 5-2
ACTIVITY #: 146
CONTENT REFERENCE: NA
TOPIC: Interpersonal: general
CLASS TIME: 1-15 periods, plus OCT
METHOD: Independent Study: teaching

CORE ACTIVITY:

Senior high school students lead small group discussions involving junior high students.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, getting involved.

OTHER: This Activity may require administration and parental approval. Scheduling and travel problems may require solution. Senior high students need to have already studied alcohol and alcohol safety.

ACTIVITY:

Older students volunteer to lead group discussion for small groups of three to six junior high students on alcohol and alcohol safety. Students and teachers, both junior and senior high, together decide what will be discussed in the small groups, what role the senior high students will play, and how often and where the groups will meet. Suggested topics include:

- alcohol's effects
- interpersonal problems about alcohol use, for example with parents
- alcohol laws
- alcohol traffic safety issues

All need to decide on what the faculty and administration's role will be in this Activity.

Student group leaders meet at regular intervals, preferably every day their small groups meet, to share insights, problems and suggestions.

For more details, see "Teaching Peers" section of Teaching Methods part of Manual (pp. 131-133).

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Older students can form a panel for a question and answer period with younger students.
- Students can present their experiences as individual written research reports.

EVALUATION METHODS:

- Student group leaders establish their own evaluation techniques that include evaluation by the junior high students. To the satisfaction of the junior high students, the group leaders and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 4-6 periods, plus OCT

ACTIVITY #: 147
TOPIC: Interpersonal
METHOD: Independent Study: teaching

CORE ACTIVITY:

Senior high students develop and teach an alcohol curriculum to junior high students.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, influencing, getting involved.

OTHER: Activity requires administration and probably parent approval and support. Students need to have already studied the alcohol topics they plan to teach.

ACTIVITY:

A small group of students decides to teach an alcohol course to younger students. It develops its own curriculum by:

- deciding whom it plans to teach
- deciding how it will develop its curriculum -- e.g. using the process suggested in this Manual
- deciding what teaching methods to use, topics to cover, and evaluation techniques to test results with
- deciding what other students, faculty members, parents and administrators to consult on curriculum development
- coordinating its plans with the appropriate junior high teachers and administrators.

Teacher and group work out a satisfactory supervisory relationship. (3-5 classes)

After teaching course, group evaluates its results and presents report to class, responding to comments and questions from class and teacher. Two or more of the students who were taught also participate in the evaluation and report. (1 class)

For more details see "Teaching Peers" section of Teaching Methods part of Manual (pp. 131-133).

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write account of Activity and evaluation for submission to school and community newspapers.
- Students can develop a curriculum for students their age or younger and ask other teachers to implement it.
- Two or more small groups can engage in this Activity.

EVALUATION METHODS:

- Students are able to set their own objectives and evaluation procedures and meet their own evaluation standards.
- Students respond to written and/or oral questions from the students taught and from the teacher on their teaching methods, rationale and evaluations.

REFERENCE #: 1 **ACTIVITY #:** 148
CONTENT REFERENCE: 214-216 **TOPIC:** Interpersonal: general
CLASS TIME: 1-1½ periods, plus OCT **METHOD:** Reading

CORE ACTIVITY:

Students read and discuss fictional accounts of interpersonal situations involving alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating, influencing.

OTHER: Activity is a good evaluation of learnings about interpersonal situations involving alcohol use. It is also a good introductory Activity for a unit on interpersonal alcohol situations.

ACTIVITY:

Students read one or more accounts of interpersonal situations involving alcohol use as depicted in novels, short stories, and plays. Suggested readings appear on the following pages.

Upon completion of reading, students discuss:

- what each of the main characters could have done differently that would have been more constructive than what they did do.
- why these other courses of action might have been more constructive.
- if the characters in one or more of the situations did the most constructive thing, why it was the most constructive thing he could have done (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be class discussion or an individual research report.
- The teacher can assign each selection but omit the endings. Each student writes his own ending himself. Students exchange endings and discuss them.

EVALUATION METHODS:

- Students write their own fictional accounts of incidents involving interpersonal relationships where alcohol is involved. Students exchange them and each student analyzes one other student's story along the lines suggested in the Activity above.
- Students role play different endings to one or more of the accounts they read.

Suggested readings from novels, plays and short stories of interpersonal situations involving alcohol use.

Albee, Edward: *A Delicate Balance*. Play about family life in which one member is an alcoholic. Act One is especially relevant, involving the reactions of the family to the alcoholic's drinking. Mature reading.

Albee, Edward: *Who's Afraid of Virginia Woolf?* Play about a couple who spent a drunken night arguing with each other and with another couple. Act One is especially relevant, involving characters' reactions to each others' drinking. Mature reading.

Daly, Maureen: *The Seventeenth Summer*. Story about the first love of a 17-year-old girl. On pages 163ff her boyfriend takes her to a Ratskeller where she has a coke. Her boyfriend suggests she try a bottle of beer and she gives in "for fun," even though she feels it is not "ladylike." After her second beer she becomes very talkative and laughs a lot, then sleepy. She feels later on that it was a wonderful evening. Very easy reading.

Dostoyevsky, Fyodor: *The Brothers Karamazov*. Novel about a drunken old father and his very different four sons, one of whom murders him. Pp. 128-134 are a scene in which he gets drunk with his sons who react to his drinking. Very mature reading.

Fitzgerald, F. Scott: "Babylon Revisited". Short story about a former alcoholic who tries to regain custody of his daughter. He fails to do so because of his family's lack of faith in his future sobriety. 20 pp. Mature reading.

Fitzgerald, F. Scott: *Tender Is the Night*. Novel about a doctor with a drinking problem married to a mentally ill woman. Autobiographical overtones. Pp. 252-256 are a scene in which the protagonist is accused of malpractice for trying to cure an alcoholic patient when he, the doctor, drinks too much. Mature reading.

Hardy, Thomas: *Jude the Obscure*. Novel about a poor stonemason who tries to better himself and comes to ruin. Pp. 369-371 involves scene in which his wife gets him drunk to lure him back to her. Mature reading.

Huffaker, Clair: *Flap*. Novel about a group of American Indians who get drunk and commandeer a bulldozer to prevent takeover of some of their land. Constant drinking and interpersonal reactions to it. Easy reading.

Jackson, Charles: The Lost Weekend. Autobiographical novel about weekend in the life of an alcoholic. Several scenes involve his relationship with his brother and a girlfriend, as well as people he borrows and steals money from and bartenders who serve him. See also Activity #224 for a more complete account of this book's contents. Mature reading.

Mailer, Norman: The Naked and the Dead. Novel, somewhat autobiographical, about a Marine unit fighting in the Second World War in the Pacific. Pp. 155-162 describe a scene in which the soldiers pass around a canteen of liquor and berate one of their number who refuses to drink. Easy reading.

Sinclair, Upton: The Jungle. Novel about the horrors of Chicago stockyards at the turn of the century and effects of urban life on immigrants. Pp. 138-141 describe scene in which immigrant uses wife's money over her objections to buy alcohol. Mature reading.

Waugh, Evelyn: Brideshead Revisited. Novel about a British Army career officer, one of whose friends is an alcoholic. Several scenes involve their relationship, especially those on pp. 107-116, 120-128, 132-135, 275-281. Very mature reading.

Williams, Tennessee: Cat on a Hot Tin Roof. Play about a Southern family's squabbles over money. One son is an alcoholic whose wife if trying to reform him. Easy reading.

Williams, Tennessee: Streetcar Named Desire. Play about a married couple. The wife's sister, who is a floozy, comes to live with them and upsets the marriage. The husband drinks heavily and beats wife and seduces sister-in-law. Easy reading.

Woody, Regina J.: One Day at a Time. Story about a thirteen-year-old girl whose mother is an alcoholic. Her mother denies having a drinking problem but eventually drinks herself unconscious and is taken to a hospital. Later the mother has a birthday party for the girl at which she, the mother, gets drunk in front of the girls' friends. Hardbound only. Very easy reading.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period, plus OCT

ACTIVITY #: 149
TOPIC: Interpersonal: general
METHOD: Writing

CORE ACTIVITY:

Students complete unfinished stories focusing on difficulties faced by families with alcohol problems.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, analyzing.
OTHER:

ACTIVITY:

Students complete unfinished dramatic stories on difficulties faced by families with alcohol problems. Each student reads the incomplete stories on the following pages. They are told to write their own conclusions (beginning, middle) to each story (or to two out of three), describing what they believed happened in the omitted portion.

The following class, students break into small groups and each student explains to the rest of his group why he thought the plot evolved as it did.

Class discussion follows on a few representative completions. Each group selects one story which it generally agrees to be the most plausible completion. If no single story emerges in each group to meet this criterion, the group selects one story at random. Discussion focuses on:

- what the various options are that family members can choose from to cope with problem drinking
- attitudes (such as stereotyping) and feelings (such as disgust, fear) expressed in the completions (or in the stories themselves) toward problem-drinker families and problem drinking.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can also be used to discuss student attitudes toward the personal and social consequences of alcohol abuse.
- Students can tape the stories, using actors for the dialogue and also a narrator. Their own completions can then also be taped.
- Member of Al-Anon or Alateen can talk with the class.

EVALUATION METHODS:

- Students complete similar stories which focus on illness (such as heart disease, cancer, paralysis, blindness) or on financial problems (such as bankruptcy and poverty) and thereby explore the special attitudes people have toward alcohol problems. Students discuss if and how they would react differently if the problem was, for example, a father incapacitated by a stroke, who needs money to support his four children, but the oldest son, who could go to work, wants to finish school.

Sample Unfinished Stories

1. Mary was twelve years old and excited to be going home with her new friend Joan for a visit after school. Joan lived in a different part of town and Mary was especially pleased at her new freedom to have friends who did not live in her immediate neighborhood.

There was nothing particularly different about Joan's neighborhood. Neat private homes, with well-kept lawns and bicycles of all sizes out front, looked much like Mary's own street. It was only when they entered Joan's house that Mary felt strange. At first, she wasn't sure why -- Joan hurried into her own room so Mary hardly had a chance to think about it. But as she left, she noticed how disorderly the house was. It looked as if there had been a party there the night before, with full ashtrays around and lots of glasses, dishes all over, and nobody had yet had the chance to clean up.

Mary and Joan saw much of each other at school after that but it wasn't until two weeks later that Mary went home with Joan for a visit again. This time, the house looked the same and Mary began to wonder if it always looked that way. When Joan's mother appeared, Mary realized what was wrong.

Mrs. Johnson was sitting in the kitchen in a bathrobe, her hair unkempt, a short glass in one hand, a cigarette in the other. She snapped, "Who's this?" when she saw Mary. "I thought I told you to clean up here this afternoon." Joan cringed at her mother's bitter shout, flushed in shame when she met Mary's eyes. Mary immediately offered to help Joan clean up and the two girls fled the kitchen, eager to escape Mrs. Johnson.

As they worked, Joan thanked Mary for helping her but she couldn't stay calm. She began to cry and said, "Now, you know. My mother is drunk -- she almost always is." Mary really didn't know what to say. She squeezed Joan's hand but kept on working. When they finished, Mary left for home, telling Joan simply not to be ashamed -- it wasn't her fault.

The next day, Joan didn't appear at school. Mary thought perhaps she stayed away out of shame, perhaps her mother made her stay home to do something for her. She couldn't imagine that Joan would choose to stay home. But when Joan returned the day after, she avoided Mary -- she didn't even say hello as they passed in the hallway.

Mary was so upset by this that she decided to talk to her mother about it. She was shocked at Mrs. Brown's reaction. "It's just as well, my dear," her mother said. "I don't want you getting mixed up with alcoholics anyway. I'm glad you found out now. You have lots of other friends so you don't need this girl Joan."

Disheartened Mary went into her own room to think out the problem. Joan needed her, she was sure, and she wanted to help her, even if Joan found it hard to face her right now. Her own mother was being unsympathetic and she couldn't accept her view. Mary decided she had to follow her own beliefs and went to the telephone to call Joan. She invited Joan over for the next afternoon, and was delighted to learn Joan was willing to come.

Mary had to admit that she was glad her mother had a dentist's appointment the next afternoon because she wouldn't approve of Joan's visit. This way she probably wouldn't eve know Joan was there. While this disturbed Mary some, she still decided that she had to stand by her beliefs.

When Mary and Joan walked into Mary's house after school the next afternoon, Mary was surprised to see her mother. She blurted out: "But I thought you had a dentist's appointment!" She instantly regretted what she said because it showed her own guilt over what she was doing and let Joan know as well that Mary had counted on her mother being gone.

(What happens next?)

2. They were at it again. Mr. and Mrs. Holland were shouting at each other in the playroom downstairs. Stephanie didn't have to be there to know that her mother had a drink in her hand. That's the way it was these days. Mother would start drinking. then they would start arguing about that and other things. Or sometimes the reverse. An argument would begin and Mother would immediately pour a drink, and then another and then another.

Stephanie was only 10 years old and she really didn't understand how all this had happened. Her parents had always enjoyed drinking and didn't argue about it. They relaxed by the lake all summer while she and her brothers and all their friends swam and played in the water. Then suddenly, they never had fun any more. Her parents fought and fought. For a few weeks, she and her brothers and mother moved in with her grandmother and they didn't see her father at all. Then they moved back. Now mother said they were moving further away to Aunt Josie's house. How they could all live there she didn't know, Aunt Josie only had a small apartment, while Stephanie's own house was beautiful and large -- 10 rooms. She was sure they wouldn't see her father at all if they went to Aunt Josie's house. It seemed so far.

Suddenly, Stephanie heard a crash. She ran downstairs and saw that a window was broken. She couldn't tell who had done it, but she was sure either mother or father had thrown a glass right through it -- it lay broken on the floor, and the rug was all wet from the spill. Dad was on the phone talking to Dr. Mason. The next thing she knew, Stephanie's grandmother was at the house, mother was packing a suitcase and daddy said he was taking mother to the hospital for a while until she got better.

Stephanie cried. She didn't know mother was ill. She didn't know what was happening. She feared her mother might not return.

It was outside the next day that Stephanie heard a group of neighbors talking. "She's really turned into an alcoholic," one said. "They put her in to dry her out. Things were getting pretty violent, you know, what with breaking windows and all." "Yes," said another. "It's such a pity too. They can afford anything money can buy but what's the good? And the poor children. They're the ones who always suffer. You'd think a woman wouldn't lose control of herself when she has four children to care for."

Stephanie was stunned. She knew her parents argued about drinking but she didn't think her mother was an alcoholic. She was ashamed and began to hate her mother and fear her return.

For the next several days, the house was quiet and peaceful although sad. Dad wasn't around much but grandmother took care of Stephanie and her brothers and they went to school as usual. But when Saturday came, Dad said he was going to get mother and bring her home.

(What happens in between?)

That night, Stephanie cried herself to sleep. She had apologized to her mother for what she had said. Her father forced her to. But she really wasn't sorry -- she still believed what the neighbors had said. Her mother was an alcoholic. How could she know whether she was cured at the hospital?

3. How did the following situation come about?

Mrs. Smith was on the phone with her husband. "Thank heavens, John was smart enough to walk home from the game. Bob went with Jim and his father and now they're all in the hospital."

"No, we're not sure yet except we don't think the boys are seriously hurt. Mr. Bronson may be. He took the impact of the steering wheel."

"Jim's feeling very bad -- even a bit guilty but he tried to warn Bob not to go." "Yes, he had a bottle with him at the ball park. Isn't that illegal? Anyway, he got away with it. But now they're all paying the price."

"I can't do that. John likes Jim very much. I can't forbid him to see him. And you see he has the sense to avoid Jim's father. Well, OK, we'll talk about it more later. Bye."

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 150
TOPIC: Interpersonal: parent
METHOD: Discussion

CORE ACTIVITY:

Students discuss what restrictions they would set for their children on alcohol use and why.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.

OTHER: Activity is a good evaluation of learnings about interpersonal situations involving alcohol use.

ACTIVITY:

Prior to this class students are given a sheet instructing them to set rules for a son and daughter their age regarding alcohol use, for example:

You are the parent of a son and daughter your age. What rules, if any, regarding their use of alcohol will you set? You may want to consider:

	son	daughter	when	amount	type	penalty for disobeying
● drink at home?						
● outside home?						
● drive after drinking						
● buy liquor?						
● serve liquor to friends?						

Students break into small groups and are given written instructions to:

1. Read each others' papers.
2. Discuss and record the best rule and penalty for each issue.

Groups report results to class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Class can role play parents and "defend" their rules.

EVALUATION METHODS:

- Students invite younger students to their class or small group and defend their rules. To the satisfaction of the younger student and the teacher.
- Students write the dialogue to scenarios in which a son or daughter "argues" over alcohol rules with his/her parents.

REFERENCE #: 1 **ACTIVITY #:** 151
CONTENT REFERENCE: 214-216 **TOPIC:** Interpersonal: parent
CLASS TIME: 1½ periods **METHOD:** Discussion

CORE ACTIVITY:

Students invite parents to class to discuss the rules they have set for their children in areas of alcohol use.

OBJECTIVE:
Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:
SKILLS DEVELOPED: Evaluating, influencing.
OTHER: Administration permission may be desirable. Activity #150 and #153 on parental rules should precede this one.

ACTIVITY:

The teacher and students select parents to invite to class. Parents of students in the class are excluded to avoid embarrassment. Parents with a range of different attitudes are desirable.

Next, students and teacher decide the format for the class. One approach is to have the parents state their views, one by one, and then respond to questions from students and teacher. Or one or two parents can meet with small groups of students for discussion. In either case, students should be instructed in advance to politely probe parents for the reasons for their positions.

Finally, parents, when invited, should be given a precise account of why they are being invited and what will be expected of them. Invitations can be extended by students, teacher, or both.

The class or small groups then write a list of questions, based on Activity #150, they plan to ask the parents or draw up a list of scenarios and ask them what they would do in each situation. (1 class)

After the class, written or telephoned thanks should be extended to the parents. Class discusses parents' views. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:
- Activity #157 polls parents on these issues.

EVALUATION METHODS:
- Students role play or write the dialogue to scenarios in which parents "discuss" with students rules for their youngsters' use of alcohol.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 2-2½ periods

ACTIVITY #: 152
TOPIC: Interpersonal: parents
METHOD: Discussion

CORE ACTIVITY:

Students discuss and evaluate with younger students limits on alcohol use by minors.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making.

OTHER: Activity #150 on rules for alcohol use by minors should be completed prior to this Activity. Administration permission may be needed for this Activity as well as that of parents of younger students involved.

ACTIVITY:

Students break into small groups and agree on rules for alcohol use for girls and boys three years younger than themselves. (See Activity #150 for procedure.) (1 class)

Each small group then decides on two younger boys and two girls it would like to invite to class to discuss their rules with. Younger brothers and sisters are excluded to avoid embarrassment. Articulate youngsters should be selected.

The teacher and/or students contact these students to provisionally invite them and then the teacher contacts their parents for permission.

The invited students meet with the small groups of four and respond to the older students' rules. The group tries to come to an amicable agreement. (½-1 class)

The next class, the groups report their results to the class and respond to questions and comments from class and teacher. Groups should comment on extent to which the younger students disagreed among themselves about rules. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.
- Students can prescribe rules for older students and invite them to class for discussion.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which two students of different ages "discuss" what drinking rules they should be guided by.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 153
TOPIC: Interpersonal: parents
METHOD: Discussion

CORE ACTIVITY:

Students discuss what they would do if they, as parents, found a son or daughter their age drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.
OTHER:

ACTIVITY:

Students write brief response to one or more scenarios in which, as parents, they discover their son or daughter drinking or "high." Sample scenarios appear on the next page.

The following class, students break into small groups and are given written instructions to discuss the best course of action the parent could take in each scenario and why.

Groups report conclusions to class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Students can invite parents to class to discuss how they would respond to the scenarios.
- Activity #20 and #24 involve son or daughter found drinking and driving.

EVALUATION METHODS:

- Students role play or write the dialogue to one or more of the scenarios.
- Students write a "Handbook for Parents" on how to handle their children if they find them drinking.

SAMPLE SCENARIOS

You are the parent of a son your age. He has just come home from a party at the house of a friend whose parents were gone for the weekend. The "host" supplied all the kids with drinks from his parents' liquor cabinet. Your son had about 3-4 beers and is having difficulty standing up. What, if anything, do you do? Why?

You are the parent of a daughter your age. She has just returned from a date and is obviously very high. She's silly and giggly and is having trouble walking in a straight line. She had, she tells you, a glass of champagne to celebrate her boyfriend's birthday. What, if anything, do you do? Why?

A neighbor has tipped you off that your son, your age, is drinking in the park with a couple of friends. You drive down and find him a little "high" on beer. What, if anything, do you do? Why?

You are the parent of a daughter your age. She has just returned from what you had thought was a movie with her girl friends, but you smell beer on her breath and finally she tells you she and her friends stopped in the park on the way home and had some beer with three older boys from school. She says she had only a few sips. What, if anything, do you do? Why?

Your son (daughter) has been a dinner guest at his (her) friend's home. He (she) tells you that they served wine at dinner and cocktails before, and their children always participate, so he (she) did too. What, if anything, will you tell him (her)?

New scenarios can be created by varying:
- why and under what circumstances the drinker drinks
- the ages and sex of the parents and children
- how much the drinker drank and how he's behaving as a result.

In any of these scenarios, teacher can add factor that the son or daughter knows that the parent(s) did similar things when they were kids.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 154
TOPIC: Interpersonal: parents
METHOD: Drama: role play

CORE ACTIVITY:

Students role play parents and children concerned about son or daughter's friendship with a child of a problem drinker.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior. in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing, analyzing, decision-making.
OTHER:

ACTIVITY:

Students role play parents and children in an effort to resolve a disagreement about the child's friendship with the son (daughter) of an alcoholic. Students break into pairs and each pair is given the role profile (parent, child) on the following page. Each pair role plays their own discussion. The teacher circulates around the class, listening in on the various pairs and stimulating the discussion where necessary.

When pairs have arrived at a solution or deadlock, the role plays end. Each pair announces their solution to the class or explains their failure to come to one. One pair volunteers to role play again, for the class, how they arrived at a satisfactory conclusion. (The teacher may also want to have a pair role play how they arrived at a deadlock.) Discussion follows on alternative solutions to the situation just role played that might satisfy both parent and child.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write stories around the similar parent-child conflicts but omit the endings. Students exchange stories and each student writes the ending to one other student's story. Endings illustrate solutions to the conflict that satisfy both parent(s) and child as much as possible. To the satisfaction of the author and the teacher.

SAMPLE ROLE PROFILES

Parent

Whenever you pick up your son from Little League practice or games you see him talking with Richard Smith, another player. The few times you've come early, you've noticed that they sit together on the bench and, during practice, talk together as they catch fly balls. Richard's father, old Joe Smith, is, as everyone in the town knows, an alcoholic. Every few months he and his wife have a terrific fight that's heard all over their neighborhood. One of the guys (girls) at the office lives next door to the Smiths and fills you in on all the gory details. You've never met Richard, but you know that his two older brothers have already been in a lot of trouble--one on drugs, the other caught shoplifting. You're afraid your son may get some bad ideas from Richard and he never tells you what he and Dick have talked about, even though you've tried to find out. You've been meaning to warn your son about Dick but haven't quite known how to go about it. Above all, you don't want their friendship to grow into something more serious. It's dinner-time now and you and your wife (husband) are at the table with your son and daughter.

Son

While playing Little League baseball, you have become friendly with Richard Smith, another outfielder. He's really a great kid and an excellent ball player. He tells really funny stories about some of the wild parties he heard about from his older brothers and other exploits they have been in. You know from gossip that Richard's father is a drunk, but you don't see why that has anything to do with your relationship with Richard. If anything, it makes Richard seem a little more interesting to you, since your father is a very quiet man. You wonder what it's like having a father who gets drunk and fights with his wife.

Yesterday during the game, Richard told you his father was going to take him to the Boston Red Sox (teacher inserts name of local team) game and invited you to join them. You don't usually get a chance to go to a big league game and you want desperately to go. Secretly, you're very curious to meet Richard's father, too.

It's dinner-time now at your home and you figure you had better tell your parents about where you're going on Saturday.

SAMPLE ROLE PROFILES

Parent

Every day recently on her way home from school your daughter has been stopping to play with a classmate of hers in the classmate's home. Your daughter comes home telling you about Lucy's (her girlfriend's) toys. Apparently the two girls have become close friends. However, at a party last night you learned that Lucy's mother is an alcoholic who spends a good part of the afternoon drinking cocktails and talks with anyone who will listen to her about how cruel her husband is to her. Last night your daughter came home after school and asked you, "Does Mr. Jones really beat up his wife? That's what Lucy says her father does." Later that night you talked with your husband (wife) about the issue of your daughter's spending so much time with Lucy, particularly in her house, and you both decided that the visits had to stop. You are afraid that if your daughter continues to see so much of Lucy she will be influenced by her and her mother in bad ways. The problem is that your daughter and Lucy are classmates and your daughter must walk right by Lucy's house on her way home from school.

It is dinnertime now and your daughter has started describing to you the new tricycle Lucy's father (who seems to be very rich) has bought her. You feel now is the time to tell her she must no longer associate with Lucy and, especially, with her mother.

Daughter

You've met this girlfriend in your class at school who seems really interesting and lively, and her father is always buying her new toys. It turned out she lives right on the route you have to take to walk home from school so the two of you now always walk home from school together. Sometimes you stop in and spend a half hour in Lucy's house with her toys. When you do, Lucy's mother is usually there, but she always acts strangely and complains to you about her "no-good" husband. The other day she even told you he beats her up. You find this a little hard to believe, because he seems to be always giving Lucy new toys and clothing.

It's dinnertime now at your home, and you've decided to ask your parents if it's all right to have Lucy over to the house after school tomorrow because you'd like to show her some of *your* toys and clothing.

SAMPLE ROLE PROFILES

Parent

Your daughter has started dating Jack Doe and seems to be growing quite fond of him. You are terribly concerned about this because Jack's father and older brother are both alcoholics. Mr. Doe has been to the hospital more than once to "dry out"--and the oldest son seems to be following in his footsteps. You feel Jack will probably end the same way, since you know that half of all alcoholics had an alcoholic mother or father. You've met Jack a few times when he's come to pick up your daughter, and haven't particularly liked him. He seems defensive--like someone at any moment is going to start talking about his brother or father.

Just now your daughter comes in an hour late from a date with Jack. As you are about to chide her for being late (after all, it's after midnight) you notice her eyes are a little watery and you smell beer on her breath! This looks like just the chance you've been waiting for to forbid her from seeing Jack any more.

Daughter

For several weeks now you have been dating Jack Doe, a classmate at school. You know that his father and older brother are alcoholics, but you feel Jack is different. Sure, he drinks, but no more than any other red-blooded boy his age. Besides, he's really nice and he needs someone like you who will treat him with respect. Most other girls won't go near him, like he had a disease.

Just now you've come home from a late date with him. You went to the movies with another couple and after the show the other couple suggested going over to the guy's house because his parents were away for the weekend. So you all went over and the other couple opened up a couple of cans of beer and invited you and Jack to have some too. Whenever you've been with Jack in the past and there's been beer around (like at the spring picnic three weeks ago) you've never drunk, while Jack had a few beers--enough to get a little high, but no more. But after the party or picnic, Jack complained that by not drinking you made him feel like he was doing something wrong, so he couldn't really enjoy himself.

So tonight when the other couple brought out the beer you decided to make Jack feel comfortable and had one yourself. It made you feel very relaxed, even though you didn't like the taste particularly. So you had half of another can, too.

Now you're home and, sure enough, there's your father (mother) who's waited up and is probably going to notice you've been drinking and cause a scene. You try to avoid walking too close to him (her) ....

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 155
TOPIC: Interpersonal: parents
METHOD: Drama: role play

CORE ACTIVITY:

Students role play parents who discover son or daughter drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Decision-making, feeling responsible, empathizing.
OTHER:

ACTIVITY:

Students role play scenarios in which parents discover their son or daughter drinking or drunk. Sample role profiles are on the next page. In addition, students should be encouraged to create their own role profiles.

After each role play, participants read their role profiles to class and discuss what feelings they had while role playing. Non-participants discuss what they might have said had they been involved.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 153 involves a discussion of this issue; Activity # 151 involves parents discussing the issue with the class.
- Activity #20 and #24 involve catching son or daughter drinking and driving.

EVALUATION METHODS:

- Students write a "Handbook for Parents" on how to handle their children if they find them drinking or drunk.
- Students write letters to "Dear Abby" in which they pretend they are parents who have found their children drinking and are asking for advice on how to respond. Students then switch letters and act as "Abby" and write a letter of advice back to one "parent's" letter. To the satisfaction of the "letter writer" and the teacher.

SAMPLE ROLE PROFILES

Parent

You have just caught your 16-year-old son in the park at 9:30 p.m. drinking beer with two friends. A neighbor called you to let you know about it. At home you've permitted him to drink a ½ glass of beer on occasion, but that's all. You get out of your car and walk over to him. What, if anything, do you say and/or do?

Son or Daughter

Your parents have allowed you to drink a ½ glass of beer on occasion, but you wanted to see what it's like to drink a few beers. A friend of yours got some beer from his older brother and you've been sitting in the park drinking after dinner. You're working on your third beer and feeling very silly and giggly. All of a sudden, your father walks up to you. What, if anything, do you say or do?

Parent

Your 16-year-old daughter has just returned from what you thought was a movie, but you smell beer on her breath and she seems a little silly as she starts to tell you about the movie. You've let her drink a little wine on holidays since she turned 10, but that's all. What, if anything, do you say or do?

Son or Daughter

You've just returned from having gone to the movies with two friends. On the way home through the park you ran into some guys, classmates, drinking beer. They offered you some, so you all stayed for 15-20 minutes drinking beer. You had close to a can. Now that you're home, you start to tell your father what the movie was like so he won't suspect you were drinking.

New scenarios can be created by varying:

- the age and sex of the child
- the reasons and circumstances under which he was drinking
- how much he drank and how he behaves as a result
- who is present (mother, father, brother, etc.) when youth is found
- son's or daughter's knowledge that one or both parents did similar things when they were young.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1½ periods

ACTIVITY #: 156
TOPIC: Interpersonal: parents
METHOD: Drama: role play

CORE ACTIVITY:

Students role play the family "trial" of a youngster found drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible, empathizing.
OTHER:

ACTIVITY:

Students role play the "trial" of a youngster found drinking by his parents. By assuming the roles of parents, peers, siblings and other family members, students explore the attitudes of different types of people in the situation and attempt to resolve it to everyone's satisfaction. Students are given a list of characters involved and the scenario. (See following pages.)

Students are given the following written instructions:

> Read carefully the scenario you have been given. Then read the list of parts and decide which one(s) you would like to play. The objective or point of the role play you will be involved in is to (a) decide what, if anything, should be done to Dick, and (b) to decide what rules should be made for his future behavior so that conflict is avoided among family members if this should ever happen again.
>
> After you have selected a part, you will be given a role to play. You may add as much as you want to his character and behavior as long as it falls within the type of person he basically is.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can run the "trial" at home with parents and friends.

EVALUATION METHODS:

- Class breaks into small groups and each group establishes rules for Dick's future behavior. To the satisfaction of the role play group and the teacher.
- Students write letters to "Dear Abby" in which they pretend they are parents who have caught a son in Dick's position and are asking advice on how to react. Each student writes a letter in response, as if he were Abby. To the satisfaction of the "letter writer" and the teacher.
- Students respond to written and/or oral questions about the issue.

ACTIVITY (CONT'D):

Students not directly involved as role players in the trial act as "reporters" who will write articles as if for submission to a local or foreign newspaper.

Upon completion of role play, students discuss how they might have acted had they been role playing. Participants discuss feelings they experienced while role playing.

ACTIVITY# 156

Scenario

Dick Smith is 16 years old and in the 10th grade. He has many friends in his grade and also some older friends that he met through his older brother. It was through these older friends that Dick got into his present dilemma. Some of Dick's friends began to explore new activities. One of these was drinking. Last week he had gone to a party at Peter's house, one of his older friends.

Dick was flattered to be invited to Peter's party -- it made him feel grown-up to be included. There were only six guys there last Friday night but they all seemed to have one thing in mind -- to taste as many alcoholic beverages as possible! Peter's parents, of course, were out for the evening so they had the run of the house and freely explored Peter's Dad's liquor cabinet.

Dick went along with them. He tasted beer and several kinds of whiskey. It all tasted pretty awful but it was interesting to try first-hand what it was that turned adults on. Before long, Dick felt dizzy and sick to his stomach and was glad to leave the party when it was late enough that he didn't look like a cop-out. Luckily, he only lived a block away. The walk home -- the fresh air -- did him good. But when he entered his own house, he felt worse than ever. He was sick. He dashed into the bathroom and threw up.

Mr. and Mrs. Smith guessed what had happened and Dick didn't try to deny it. "Yeah, I was drinking," he admitted. They were concerned and angry but nobody blew up. Instead, Dick's father suggested they have a "trial." Dick could invite whoever of his friends he chose. Mr. and Mrs. Smith would preside, and they would include Dick's older brother and younger sister, his grandparents and perhaps an aunt and uncle. Although Mr. and Mrs. Smith would have the last word, together they would discuss and decide whether and how Dick would be punished and what would be expected of him in the future.

Roles

Dick
Mr. Smith
Mrs. Smith
Mr. and Mrs. Brown
(Mrs. Smith's parents)
John Smith, 19 (Dick's brother)
Sue Smith, 14 (Dick's sister)

Peter & Lou (Dick's older friends, present at party)
Steve & Gene (Dick's friends, also 16, not present at party)

Rules and Goals

1. Your first goal in this role play is to decide whether Dick should be punished for drinking and, if so, in what fashion.

2. On this, Dick's parents, Mr. and Mrs. Smith, make the final decision, but all players may state their opinions.

3. Your second goal is to develop a written list of rules for Dick's future behavior and use of alcohol. All players must contribute, but Dick and his parents must agree for the list to become final.

4. Class "reporters" (all those who do not have a direct role in the trial) should take notes to be able to report on the progress of the trial. Some of these reports will be directed at foreign newspapers so be prepared to include background information on attitudes toward drinking in the U.S.

Roles

Dick

You didn't really like drinking anyway and wouldn't choose to do so again in the near future. You would consider some punishment fair -- but will argue against anything really severe, like no allowance for a month, or having to stay in for a weekend, as too extreme for what you did. You'd prefer not to admit that you thought the liquor itself was awful and that you were glad to leave since you feel this would cause your older friends and brother to think of you as a child. If your older brother doesn't side with you in the trial you are ready to tell your parents he drinks beer at parties and has become drunk too.

Mr. Smith, Dick's father

You were angry at Dick's getting drunk -- after all, he's only 16. You have some sympathy because you remember what it was like to be a young boy and you suspect that Dick got dragged into something by his older friends. But still you feel you must put your foot down now or Dick, like any youngster, might get the idea he can go off and do irresponsible things like getting drunk. You'll take a hard line at first but are willing to ease up on punishment now in favor of a set of strict rules for the future.

Mrs. Smith, Dick's mother

You were quite upset to see your son drunk. The picture of him sick from liquor -- and so young -- really makes you angry all over again. You never went through this with John. You certainly don't want him involved in liquor now or ever -- a drinking man is something you can't stand. You think Dick is a good kid but expect him to take his punishment now for wrong-doing and follow a strict set of rules in the future as well. You don't think he ought to go with the older kids again because he might get dragged in again. He's got to learn to resist situations like that -- just because somebody else does something wrong doesn't mean you have to follow. You might soften up a bit, depending on what your husband thinks.

Mr. Brown, Dick's grandfather

You think drinking is a terrible thing. Why, in your day, liquor was illegal -- you couldn't buy it anywhere. And that was just as well. Now that liquor is so easily available, it's no wonder the kids get into trouble. It's hardly Dick's fault. Still, you think he should take his punishment now and learn the evils of alcohol early. That will protect him in the future.

Mrs. Brown, Dick's grandmother

You agree with your husband that liquor is a terrible thing and you certainly think it would be better if alcohol were illegal. Still, you love your grandson and don't think he meant much harm by what he did, even though it was a wrong thing to do. You don't want to see him punished too severely -- life is short enough that you want him to enjoy it. He should learn what's right but you have faith in him -- it won't take a lot of punishment to get the message across.

John Smith, 19, Dick's brother

You've tried drinking too -- but you didn't get sick and you didn't get caught and you weren't only 16! You have drunk several times and enjoy it, but you've been drunk only a couple of times. You don't want to admit in front of your family that you drink so you hope they don't hold you up as any example. Still, you think 16 is young -- why, you wouldn't have considered it at 16 -- and you feel Dick should be punished for what he did. He gets away with too much as it is. Still, he's not a bad kid and you wouldn't want to see your parents gang up on him. Besides, you're afraid he'll squeal on you to your parents and tell them you drink, too.

Sue Smith, 14, Dick's sister

You don't have too much to say about Dick's dilemma. You're sorry he got into trouble -- you wouldn't want your parents to limit your partygoing too much because Dick did something stupid. If he gets punished -- well, that's only fair. After all, he did do something wrong. But you'd hate to think that he'd be punished a lot -- then you might be too if you do anything wrong.

Peter

You're sure glad you're not in Dick's shoes. You didn't get caught-- probably because you didn't get so sick. Dick's just a younger kid and not ready for as much as you are. You don't want to encourage his getting punished -- that would be like saying you should be punished too. But you'll probably be more careful about having younger kids join in your parties from now on. You don't want to turn your back on Dick but you're pretty sure you wouldn't invite him to another party where you planned to drink.

Lou

Ditto Peter

Steve

You're kind of proud of Dick -- in a way. Not that you think drinking is great but you look up to him for having tried something you never did. You'd like to try drinking some time too although you have no definite plans about when, except that you don't think you'll wait until 18 just to try it. You hope Dick gets off easy because you feel there's nothing wrong with what he did.

Gene

You think Dick did a dumb thing. You're not interested in drinking -- you'd rather play football. If Dick hadn't gone with older kids, he wouldn't have gotten into trouble. Doesn't he think his own friends are good enough? So you're actually kind of mad -- maybe because you weren't invited too. Still, you can't argue too loud for severe punishment. You basically like Dick and would hate to see him have to stay home and not play ball with you.

Mrs. Sloan (Aunt Eve)

You've raised 3 fine sons of your own and went through the same things with them. Every young boy has to try liquor -- you like a highball yourself every night -- and it doesn't mean he's a bad kid or headed for trouble. You think he should get off with no punishment, just a warning that "boys will be boys" and not to overdo it, that's all.

Mr. Smith (Uncle Sam)

You don't want your brother to make the same mistake with Dick that you made with your son. You let him get off easy the first time he tried alcohol, and the second, and the third and before you knew it he was drinking too much too soon. He still drinks too much and you have no way to control him. He works part-time so he gets his own money for liquor so you can't stop him that way. You think your brother, Dick's father, should lay down the law now -- otherwise he'll be sorry later.

Reporters

By the end of the trial, you must write a report explaining how the trial progressed, and how it was resolved. Explain who argued for severe punishment and who for light, and why you think they did. Be sure to include the list of rules about Dick's future behavior and explain how they came about. Make your account of the Trial of Dick Smith as exciting as you can.

Half of the reporters should write articles as if for a local newspaper. Half should write as if for a foreign newspaper. For the foreign newspaper, include less detail about the trial itself and more about how people in America generally feel about drinking, using the people at the trial as examples of different kinds of opinions.

Optional activity for non-participants and instructions for them:

Observers

By the end of the trial, you must write a report that tries to explain why any three of the role players argued as they did. For example, why do you think the grandmother wanted only a moderate punishment? Why do you think John Smith doesn't want too strict a punishment either? Do they have the same reasons for their positions?

REFERENCE #: 1 **ACTIVITY #:** 157
CONTENT REFERENCE: 214-216 **TOPIC:** Interpersonal: parents
CLASS TIME: 3½-5½ periods, plus OCT **METHOD:** Independent Study: poll

CORE ACTIVITY:

Students poll parents on what rules they set for their children in areas of alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing, writing.

OTHER: Administration permission may be desirable for this Activity.

ACTIVITY:

A small group of students draws up a list of questions to ask parents about alcohol rules they set for their children. Activity #150 suggests some questions they might ask. Group also decides what correlations to include, such as age, sex, drinking experience and ethnic background.

Students and teacher decide how to administer the poll, for example by going door to door, taking polls home to parents, mailing polls to parents, or a combination of these methods. Group tests poll by administering it to own class. (1 class)

After conducting the poll, the group collates results and makes correlations. (1-2 periods)

Group then prepares (1-2 classes) and presents report on findings and their implications to class and responds to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write results in article form for submission to school and community newspapers.
- Two or more small groups can conduct the research and compare findings or an entire class can conduct the poll.
- Parents can be invited to class to discuss rules. (Activity #151)

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which typical parents are "interviewed" by reporters on alcohol rules they set for their children. To the satisfaction of the research group and the teacher.

REFERENCE #: 1 **ACTIVITY #:** 158
CONTENT REFERENCE: NA **TOPIC:** Interpersonal: parents
CLASS TIME: 4-5 periods, plus OCT **METHOD:** Independent Study: research

CORE ACTIVITY:

Students explore different media to determine adult attitudes toward drinking by youngsters.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, evaluating.
OTHER:

ACTIVITY:

One or more small groups of students researches adult attitudes toward youth drinking behavior. Group chooses one or more of the media listed below and uses it to investigate adult attitudes toward drinking by youngsters:

- local newspapers
- distant newspapers
- local talk shows
- parents and neighbors
- others in the community

Teacher explains to students that purpose of Activity is to obtain a large number of ideas about drinking from different kinds of people in different parts of the country and world. Group writes a list of questions it would like answered by its research. Sample questions include:

- How old should a person be before he drinks for the first time?
- Under what circumstances? (home? with parents? etc.)
- How would you react if you learned that your 16-year-old son or daughter drank at a party or got drunk?

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #159 has students read and evaluate one adult author's attitudes.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which typical parents are "interviewed" by reporters on alcohol rules they set for their children.
- Students answer teacher's written and/or oral questions about adults attitudes toward youthful drinking behavior.

Each small group then compares its questions with one other small group if more than one group is engaged in the Activity.

Group plans its research strategy with assistance as needed from the teacher. Group divides up responsibility for research.

(a) Local newspapers: Students can approach editors directly and ask them to print a public questionnaire to which readers would respond and mail back to the class. Group can ask paper(s) to publish a letter to the editor from them in which they solicit answers or opinions from readers. Students could also submit an article on parent drinking rules and, as part of the article, solicit reader responses.

(b) Distant newspapers: Students can request local newspapers to contact distant newspaper to publish one of the approaches listed above.

(c) Local talk show: The group can visit a "talkmaster" to explain the project and questions they would like answered. They can contact "talkmasters" to learn if any alcohol topics will be aired in the near future.

(d) Parents and neighbors: See Activity #66 for suggestions.

(e) Others in the community: For example, students can arrange with restaurant and supermarket owners, doctors and lawyers to leave copies of a questionnaire for patrons and clients. More responses can be expected from places such as restaurants and waiting rooms where people spend unhurried time. Students should pick up responses every few days. (1 class)

After completing their research, which may take some time, and which may require periodic meetings of the group to remain informed about each member's progress, group reforms and is given written instructions to:

> Evaluate your findings in terms of whether you agree or disagree with the opinions expressed. Indicate why you agree or disagree.

Group prepares (1-2 classes) and presents report to class and responds to comments and criticisms from class and teacher. Teacher summarizes on blackboard the research findings and evaluations of each group if more than one was involved, raising issue of why some groups may have discovered different public opinions than other groups and which research methods and media offered the best opportunities for assessing the public's attitudes and why. (1 class)

REFERENCE #: 1 **ACTIVITY #:** 159
CONTENT REFERENCE: NA **TOPIC:** Interpersonal: parents
CLASS TIME: 1½-2½ periods, plus OCT **METHOD:** Reading

CORE ACTIVITY:

Students read and evaluate the section on alcohol in Haim Ginott's Between Parent and Teenager.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating, writing.

OTHER: Tuned in or Turned Off (The Lion Press, 1969) by Giorgia Lolli presents a more positive view of teenage drinking. It can be used as a substitute for or supplement to Ginott's book.

ACTIVITY:

Students read pp. 185-192 of Haim G. Ginott's Between Parent and Teenager (Avon paperback). They are told in advance to be looking for ways they would want it rewritten if they were to write it.

The following class, students break into small groups and are given written instructions to:

1. Discuss and record an outline for what topics you would like to include in your "book," keeping in mind the book is intended for parents who want advice on how to bring up their children.
2. Fill in the outline, possibly by subdividing the work so that one or two members of your group take responsibility for writing one part, but then have the rest of the group review what they've written. (1-2 classes)

Groups read results to group next to it or to class for evaluation and criticism. Teacher adds own comments. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a written homework assignment.
- Students send copies of their "books" to Haim Ginott and request a response and critique.
- Students can compare Ginott's attitudes with those of other adults. See Activity #157 (poll of adults).

EVALUATION METHODS:

- Students read one other author's advice to parents and write a critique of it comparing it to Ginott.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1-1½ periods

ACTIVITY #: 160
TOPIC: Interpersonal: parents
METHOD: Writing

CORE ACTIVITY:

Students complete unfinished stories by writing in the omitted part and thereby resolving an interpersonal conflict between youngsters and parents about alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, influencing, evaluating.

OTHER: Activity is a good evaluation of learnings about interpersonal parental situations involving alcohol.

ACTIVITY:

Students are given unfinished stories that lack beginnings, middles or ends and write the missing parts. Sample stories appear on the following pages. Students should be told that there are no "right" or "wrong" beginnings, middles or ends. They are to fill in the missing parts as they wish, making sure, however, to be as realistic as possible. This does not mean always writing what would most likely have happened but what certainly could have happened.

Upon completion, class breaks down into small groups and is given written instructions to:

1. Read each others' stories.
2. Compare your endings, beginnings or middles and explain to each other why you wrote what you did.
3. Discuss and record what each section should have been if your only reason in writing it were to show the best way to handle the problem.

Groups report conclusions to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Writing can be done as homework or in class.
- Discussion portion can be a class discussion.
- Students can write stories and leave appropriate sections missing for other students to fill in.

EVALUATION METHODS:

- Each student writes a story and omits a section. Each student completes one other student's story. The two students meet and discuss story along lines suggested in the Activity above. To the satisfaction of the two students involved and the teacher.

1. **This is the beginning of a story. How does it end?**

John was 17 and feeling his oats. It was early November and he was having a fantastic year. As quarterback for the high school football team, he had a spectacular season -- the team was unbeaten and with the big Thanksgiving game approaching soon, John was sure Winson High would beat its traditional rival.

He was tall and muscular, and cut a fine figure off the field as well as on. There wasn't a party held to which he wasn't invited. Surely, every student at Winson knew his name -- probably, everybody in town did too. John was well aware, too, that any girl in the school would be delighted to date him. And not just for his football fame. He was an honor student, at the top of his class academically, and he seemed to know at least a little bit about everything. His dates were never bored with talk of football alone.

At home, it was an especially good year too. John's parents were proud of his success and treated him fairly. With endless hours of football practice, and homework assignments as well, they furnished John with a generous allowance so that he needn't concern himself with part time jobs while he was so busy with his other activities. They could afford it. John's father was an executive of a local company, and his recent promotion to the #2 job in the firm had brought with it a sizeable increase in salary. Everyone in the family was benefitting -- a new car for dad, new clothes for mom, and John's own share of spending money.

He was going to spend part of it on a new sweater for Saturday night's party. Sally had invited him -- not the other way around -- and he was particularly interested in her. John didn't know her too well but she seemed different from most of the girls he had dated. If she wasn't in his class, he would have guessed she was much older. She looked it -- and she behaved so. Sally was the only girl John knew that didn't act as if she was in awe of him. If anything, it was the reverse. John felt that somehow Sally was "in charge" when he was with her.

When Sally answered the doorbell Saturday nite, she looked like 22 -- and beautiful. In a long, green velvet dress that matched her eyes, her blond hair swept up in curls atop her head, she led John to the playroom where the party was set to begin. There were snacks everywhere -- cheeses and crackers, meats and party breads, chips and dips. On one table a bar was laid out -- ice and sodas, alcoholic drinks of all kinds, several six packs of beer. John had seen such a spread only at adult parties -- but Sally's parents were clearly not at home. This party was Sally's.

As the guests began coming, John noticed that he hardly knew a soul. Few were from school. Most of the guys were already in college or holding full-time jobs. Invariably, their first stop was the bar. It was a sophisticated crowd -- at times, he thought he was watching an adult party and not really part of it at all. His football success seemed childish in this setting. Most of the people there probably would have laughed at a high school football "hero."

Sally asked John to mix her a drink -- "a Scotch on the rocks, please," she had said. Fortunately, he knew rocks meant ice. So he did. One for her and one for himself. For each of her requests, he fixed two. Even when he began to feel rather dizzy.

How he got home that night he wasn't sure. But John knew that he was glad to see #7 Oak Street as he fumbled for his key and staggered in. He felt dizzy and sick to his stomach and really small. He was a "nothing" all night. He wasn't sure that Sally thought much of him either. In this state, he dragged himself into the livingroom. It was only once he was there that he realized his parents were sitting there, watching him, with a growing tenseness apparent in their faces.

"John, what in heavens name have you been doing? Why, you're drunk, aren't you? You ungrateful, little ....You've gotten too conceited! Well, we'll take care of that -- knock you down a peg or two! Why, I never would have thought it...we'll see how much of a hero you are..." His father shouting at him like this was more than John could bear. He screamed back: "Haven't you ever been drunk? What's the big deal?"

Students complete outcome.

2. This is the beginning and end of a story. What happens in between?

Tom and Jim were sitting in Tom's bedroom. It was Saturday night, past midnight, and Jim was sleeping over. Both were 15 years old and in the tenth grade.

Since Tom's parents were out to a movie with friends, and Tom's older sister was at a party with her boyfriend, Tom and Jim decided to take advantage of being alone and try something they had both been wanting to do.

They had raided the refrigerator for snacks and broughts two cans of beer with them back to Tom's room. The first taste was really not very good -- but neither boy wished to "cop out" on the other. So each had forced another swallow until the taste didn't seem so bad anymore and they had finished the cans nearly liking it.

They were on their way upstairs from the kitchen with two more cans of beer when Tom's 19-year-old sister Lucy returned home. Tom knew she saw what they were up to, but he casually said "hi" and hoped she would leave it at that.

WHAT HAPPENED IN BETWEEN THIS PART OF THE STORY AND THE PART DESCRIBED BELOW?

It was a cold Sunday morning when Jim's father came to pick him up. But the weather wasn't nearly as bleak as the look on Mr. Jones' face. He barely looked at Jim, thanked Tom's parents for having Jim and for calling him, and ushered Jim to the car with as cold a look as Jim had ever seen. Jim knew what was coming -- he had just watched Tom go through it.

(After completing middle, students can exchange stories and write what happened next.)

3. This is the end of a story. How did it come about?

"But, Mom, I have nothing to be ashamed of -- nothing to be sorry for." Jane couldn't understand her mother's anger. She was 16 years old, had always been treated with respect and shown she could handle responsibility, especially in her numerous calls for baby-sitting jobs.

"You were planning to drink, Jane," said Mrs. Finplat, and that's only a hair better than having done it!"

"Mother, I can talk about anything at all -- and that's not the same as doing it! Besides, why do you take Mrs. Green's side -- not mine? She's just an old gossip anyway."

"You will speak respectfully of Mrs. Green, my dear. She's been our neighbor from the day you were born. I am not taking Mrs. Green's side -- that has nothing to do with this matter. Planning to drink at your age -- why it's outrageous. I will have to bring this to your father's attention as soon as he gets home. And I must call Gloria's mother too -- I feel she must know about this."

Jane leaned back in her chair in disbelief. Her mother had gotten things all out or proportion. She simply couldn't convince her that she had done nothing wrong. Maybe Gloria would have better luck with her parents. Jane thought, "Maybe we should have drunk after all. She couldn't act any worse if we had."

4. The following is the middle of a story. How did it come about? How will it end?

"Bill, the next time I catch you doing this you'll be grounded for a month, and I mean it. Don't think that because I'm taking away your allowance for a week that I won't really punish you if you do THAT again. Now go to your room and straight to bed. No, wait, here comes your father.

"Joe, do you know what Bill did today!?"

REFERENCE #: 1
CONTENT REFERENCE: 207-211
CLASS TIME: 1 period

ACTIVITY #: 161
TOPIC: Interpersonal: peer
METHOD: Discussion

CORE ACTIVITY:

Students conduct experiment on group pressure and discuss why peer pressure is so powerful.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or to abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.

OTHER: This is a good introductory Activity for a study of peer pressure.

ACTIVITY:

Class conducts experiment in which five or more students are told in advance to claim, when asked, that a certain object of about a foot long is between nine to ten inches long. It must be fairly obvious that the length estimated by these students is contrary to fact, but not absurdly so.

One student who will participate is not "clued in." He should be someone who will not be hurt by being a "guinea pig."

The teacher tells the class he wants to conduct an experiment to see if people agree on guessing the length of objects. He presents the object and asks the student to estimate its length, recording the answers on the board. The teacher should not ask the one naive student his opinion until next to last.

Presumably, the naive student will want to offer a true estimate of the object's length but may be afraid of appearing foolish vis-à-vis the other estimates and so may repeat the exaggerated estimates of his classmates.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #162 involves a similar experiment.
- Experiment can be described instead of enacted. For the original experiment, see S.E. Asch, "Effects of Group Pressure upon the Modification and Distortion of Judgments", in Eleanor E. Maccoby, et al. (eds.), Readings in Social Psychology, pp. 174-183.

EVALUATION METHODS:

- Students describe an incident in their own lives in which they were influenced by peer pressure or authority to perceive something incorrectly or express an opinion they didn't believe. Description should also attempt to explain why the pressure influenced them.

ACTIVITY (CONT'D):

Discussion follows on why the naive student may have estimated incorrect length and how this may relate to peer pressure and alcohol issues. For example, how people can be pressured into accepting a drink or getting drunk because they don't want to seem foolish to their friends, just as the "naive" student may have felt the length was 12" but didn't say so because he was concerned about appearing foolish to the class.

REFERENCE #: 1
CONTENT REFERENCE: 207-211
CLASS TIME: 1 period

ACTIVITY #: 162
TOPIC: Interpersonal: peer
METHOD: Discussion

CORE ACTIVITY:

Students perform an experiment that illustrates peer group pressure.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternative responses to peer pressures to drink or to abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER: This is a good introductory Activity for a study of peer group pressure.

ACTIVITY:

The students in the class are told on a day when two to four students are absent to pretend, when the time comes, that they "see" from two to four dots under a microscope that will be provided for them. On a day when the absent, uninformed students are also in class, the teacher announces that he is going to conduct an experiment. Students are to look through a microscope and announce to the class how many dots they see on the slide. There are actually no dots on the slide. The forewarned students announce what they have "seen" and then the uninformed students look and announce what they have seen. Normally, at least one of the naive students will say he sees dots when there are none due to the influence of the other students' estimates.

Discussion follows on why the naive students reported seeing dots and how this relates to peer pressure and to alcohol issues, for example, how people can be pressured into accepting a drink or getting drunk because they don't want to seem foolish to their friends, just as the "naive" student may have seen no dots but didn't say so because he was concerned about appearing foolish to the class.

If experiment fails, teacher can point out that it usually succeeds and then explain why. Class can also discuss why it failed in this

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #161 involves a similar experiment.
- Activity #163 on solutions to peer pressure and #166 on role plays of peer pressure are good follow-up Activities.

EVALUATION METHODS:

- Students describe an incident in their own lives in which they were influenced be peer pressure or authority to perceive something incorrectly or express an opinion they didn't believe. Description also attempts to explain why the pressure influenced them.

ACTIVITY (CONT'D):

particular instance.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 163
TOPIC: Interpersonal: peer
METHOD: Discussion

CORE ACTIVITY:

Students explore ways to cope with pressures to drink by responding to hypothetical letters from various age students in situations of conflict re alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, influencing.

OTHER: Activity is a good evaluation of what students have learned about how to handle peer pressure to drink or abstain. Activity #164 on why people exert pressure can precede this Activity.

ACTIVITY:

Students explore ways of coping with pressures to drink or to abstain by responding to hypothetical letters from various age students who are faced with such pressures.

Students break into small groups and each group is given the letters that appear on the following page. Groups are instructed to act as a consultant bureau. Each "bureau" must answer each letter with a letter of advice. If they disagree among themselves they may include more than one approach in their letter but they should write only one letter to the advice-seeker.

When all letters have been answered, the various bureaus exchange letters until each group of students has read the responses of several other groups.

The teacher has the class compare the various types of advice given by having each bureau explain why it advised a particular course of action and having other bureaus evaluate how effective they think that course of action would be and why.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can respond individually to the hypothetical letters and then compare responses.
- Students can role play calling problems to a "hotline."

EVALUATION METHODS:

- Each student writes a hypothetical letter about a peer problem he is encountering. Students exchange letters and each student responds to one other student's letter. To the satisfaction of the author and teacher.

SAMPLE SCENARIOS

Dear Abby,

I'm 17 years old and sometimes when I go out with my three best friends they get an older brother to buy us some beer. Usually someone's parents are out and we go over to his house and drink. My friends get pretty high and sometimes drunk. I try to drink as little as possible but they keep pressing me to drink more. If my parents catch me I'll be grounded for weeks, and I'm not really that interested in drinking anyway. But these are my closest friends. What can I do?

Signed,
Pressured

Dear Abby,

I'm the star linebacker on our high school football team and after every game there's a party at someone's house with a lot of drinking. I don't like the taste of alcohol and I get a lot of razzing from the guys and girls at the parties and sometimes on the field for not drinking. I'm sensitive about it and it affects my playing ability because I get self-conscious and feel I have to be twice as good as anyone else to make up for the razzing. What can I do?

Signed,
Razzed

Dear Abby,

I'm dating this guy I really like but he not only never drinks (which is OK), but he also objects to my drinking wine with meals and beer at parties. He feels "nice" girls don't drink, except champagne on New Year's and he and I keep getting into fights. I was brought up to drink wine with meals and I like to relax with a beer or two at parties. What can I do?

Signed,
Thirsty

New "letters" can be created by varying:

- the age and sex of the participants
- the reasons they drink or abstain
- how much they drink.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1½ periods

ACTIVITY #: 164
TOPIC: Interpersonal: peer
METHOD: Discussion

CORE ACTIVITY:

Students discuss why people exert pressure on others to drink or abstain.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or to abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, evaluating.

OTHER: Activity #161 and #162 involve experiments that illustrate peer group pressure. One or the other could usefully precede this Activity.

ACTIVITY:

Students write brief (½ page) response to following instructions:

> Describe 2 times you have tried to pressure a friend to do something. What did you do to pressure him? Were you with other friends? Why did you want him to do what you were pressuring him to do?

The following class, students break into small groups and are given instructions to:

1. Read each other's papers.
2. Discuss and record, for each situation, why the pressure is being exerted.
3. Make a chart and list all the reasons why someone might pressure someone else (a) to abstain (b) to drink (c) to drink excessively.
4. Discuss and record which, if any, of these reasons justify exerting pressure and which do not.
5. Discuss and record whether and how individuals who exert unjustifiable pressure can be (a) discouraged from doing so and (b) resisted. (1 class)

Groups report conclusions to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.
- Discussion questions can be assigned as homework.
- Activity #163 and #167 on coping with pressure are good follow-up Activities.

EVALUATION METHODS:

- Students role play scenarios involving peer pressure. (Activity #166)
- Students respond to teacher's written and/or oral questions on reasons for peer pressure.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 165
TOPIC: Interpersonal: peer
METHOD: Discussion

CORE ACTIVITY:

Students discuss responsibility and methods for preventing a friend from drinking denatured or methyl alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.
OTHER:

ACTIVITY:

Students write brief (½ page) response to the following scenario:

> You are with two friends in a park and one of them pulls out a bottle of paint thinner and says he's heard you can get a great high from it and is ready to share it with the group. You know that he may tell you you're a fink if you tell him not to drink it. (a) Will you try to discourage him from drinking it? Why? (b) If so, how?

The following class, students break into small groups and are given written instructions to discuss:

- whether you would try to discourage him and why.
- whether you should and why.
- methods students think might be effective to discourage him.

Groups report their conclusions to the class and respond to questions and comments from class and teacher. Teacher raises for discussion possible causes for why students would not do what they feel they should do (if such is the case).

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or a written homework assignment.

EVALUATION METHODS:

- Students role play or write the dialogue to this or a new scenario that they write involving potential responsibility for preventing someone from drinking methyl alcohol.

REFERENCE #: 1 **ACTIVITY #:** 166
CONTENT REFERENCE: 214-216 **TOPIC:** Interpersonal: peer
CLASS TIME: 1 period **METHOD:** Drama: role play

CORE ACTIVITY:

Students role play and discuss scenarios in which a person is being pressured to drink or abstain.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or to abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, empathizing.

OTHER: Activity is a good evaluation of other learnings about drinking and peer pressure.

ACTIVITY:

Students role play parts in scenarios in which someone is being pressured to drink, drink excessively or abstain. Sample role profiles appear on the next page. Students should be encouraged to develop their own role profiles.

After each role play, participants read their role profiles to class and discuss feelings they had while role playing. Non-participants discuss how they might have acted or what they might have said had they been involved. Teacher emphasizes issue of why people exert peer pressure as well as ways of resisting.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #164 discusses why people exert pressure on others.
- Activity #163 is a discussion of ways to cope with peer pressure.

EVALUATION METHODS:

- Students write a "Handbook for Abstainers and Social Drinkers" on how to resist peer pressure to drink or abstain.

SAMPLE ROLE PROFILES

Non- or Social Drinker

You are 15 years old and sometimes go out with your three best friends, Sam, John and Bob, when they've had an older brother buy you all some beer. Usually someone's parents are out and you go over to his house and drink. Your friends get pretty high and sometimes drunk. You try to drink as little as possible but they keep pressing you to drink more. If your parents catch you you'll be grounded for weeks, and anyway you don't really like alcohol. But these are your closest friends.

You're now at a house drinking, but you've so far only had half a beer. How will you respond to your friends' efforts to get you to drink more?

Peers

You and your three other friends form a close group and you all like to go drinking sometimes when you can get some beer and a vacant house. But Louis tries to drink as little as possible and acts chicken whenever the rest of you drink (though he's a great kid in every other way). It spoils your fun to have one of you sober.

You're now at a house drinking and he's already drinking hardly at all. What will you say to him to get him to drink with you and have some fun and not spoil it for you?

Non- or Social Drinker

You are the star linebacker on your high school football team and after every game there's a party at someone's house with a lot of drinking. You don't like the taste of alcohol and you get a lot of razzing from the guys and girls at the parties and sometimes on the field for not drinking. You're sensitive about it and it affects your playing ability because you get self-conscious and feel you have to be twice as good as anyone else to make up for not drinking.

You're now at the party and being pressured to drink by your teammates and the cheerleaders. How will you respond? You've been drinking nothing but Coke and 7-up.

Peers

You are at a party with Fred after a Saturday football game. As usual, he's drinking 7-up and Coke. For a tough football player he sure is sappy about alcohol and you're going to tease and razz him until he drinks like the rest of you. What will you say to him?

SAMPLE ROLE PROFILES

Non- or Social Drinker

You've been dating this guy you really like but he not only never drinks (which is OK) but he also objects to your drinking wine with meals and beer at parties. He feels "nice" girls don't drink, except for champagne on New Year's and he and you keep getting into fights over it. You like to relax with a beer or two at parties.

You're at a party now and he's starting to complain about your drinking. How will you respond?

Peers

You don't like the idea of girls drinking because it presents a lousy image. Your girl, whom you really like in all other respects, is on her second beer already at this party. She doesn't usually have more than two or three and usually stays sober. Still, it looks cheap, especially drinking it right from the can. You want her to stop. What will you say?

Non- or Social Drinker

You have been dating and are seriously interested in a pretty girl. Every time you have dinner with or visit her family, they pester you to have some wine with dinner or a drink. You don't like to drink, but the family feels you've insulted their hospitality. You've just gone over for Sunday dinner and you don't feel like getting hassled again about drinking.

Peers

You are dating this boy whom you like, but whenever he visits your house or has dinner he refuses to accept your hospitality by sharing wine at dinner or a drink. What kind of man is he, anyway? He always drinks coke. He's just come in for Sunday dinner and you want to make him feel at home so you offer him a drink.

New role profiles can be created by varying:

- the age and sex of the participants and their relationship
- the reasons they drink or abstain

SAMPLE ROLE PROFILES

Non- or Social Drinker

Even though you live in a "dry" town, your family has wine with meals at home. (That isn't against the law.) All your friends call your family "a bunch of winos" behind your back, but you know for a fact that some of their older brothers and fathers just drive to the next town to get drunk. Now they're after you again, saying you're going to turn into an alcoholic. You're pretty confused, torn between them and your family. How will you respond?

Peer(s)

Your town is "dry" and proud of it. All of you know that this classmate of yours drinks wine with meals at home. You think his (her) family is a bunch of winos. You don't want to see your classmate end up an alcoholic. He (she) is really a good kid, if it weren't for that family and the wine every night. How can you convince him (her) to "shape up"?

Non- or Social Drinker

You have gone to the movies on this Saturday afternoon with three friends, Sam, Fred and Richard. On the way home, you run into one of their older brothers who has a case of beer in his car. He gives his younger brother (your friend) a six pack and tells you all to "have a blast--it's about time you found out what life's all about." Your friends think this is a great chance and you all go off to the river, behind the trees to drink. You don't want to drink, however, but your friends are all starting to open the beer. What do you do now?

Peer(s)

You have gone to the movies on this Saturday afternoon with three friends, Fred, Richard and Bob. On the way home you run into one of their older brothers who has a case of beer in his car. He gives his younger brother (your friend) a six pack and tells you all to "have a blast--it's about time you found out what life's all about." You think this is a great idea, but Bob doesn't seem to. In fact, now that you're all by the river opening the cans, he hasn't picked up one. You don't want him to miss the fun or spoil it for the rest of you. How will you try to persuade him to drink?

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 167
TOPIC: Interpersonal: peer
METHOD: Drama: role play

CORE ACTIVITY:

Students role play as teams methods of coping with pressures to drink.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, influencing.
OTHER:

ACTIVITY:

Students explore ways of coping with pressures to drink by role playing students of their own age and older faced with the decision to drink or abstain. Situations include:

a) older students trying to persuade peers to drink
b) older students trying to persuade younger ones to drink.

The objective for the younger students is to make the "best" decision, e.g., one which trades off competing pressures to please older students or peers and satisfy their own curiosity vs. observing parental rules or attitudes and being personally afraid, inexperienced, uninterested, etc. in taking a drink.

Students form teams of 3-5 each and then form larger groups consisting of two teams per group. The teacher distributes to one team in each group set A profiles (older students or peers pressuring others to drink) and distributes to the other team set B profiles (younger students or peers being pressured to drink).

Each team reads its profile, which gives motivations for urging others to drink or motivations for resisting pressure. Included are suggested statements for exerting pressure ("you're just

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students engage in Activity #163 in which they respond to letters from youngsters about what to do about peer pressures to drink or to abstain.

ACTIVITY (CONT'D):

chicken";"what's the harm?"etc.) and suggested statements for refusal ("that stuff tastes awful"; "I don't have to prove I'm grown up!" etc.).

As the confrontation proceeds, each student on the "being pressured" team will either continue resisting or decide to yield. At the end of each 5-minute period, the teacher asks students on the B teams if anyone has decided to drink. If no student has decided to drink at the end of 10 minutes, and the dialogue has become repetitive with no new action or arguments, the teacher calls time.

However, if one or several students on the B teams have decided to drink, the action continues to enable the teacher and the students to observe whether the decision of one student exerts pressure on other B team students to yield. The exercise may thus demonstrate the actual mechanism of peer pressure beyond the written profiles provided. Even the teacher's soliciting the results at the end of each 5 minutes may add to the pressure for students to decide to drink.

When the confrontation is over, the class analyzes:

a) how A team students felt in exerting pressure on others to drink
b) how A team students felt when they found no students responding to their pressure
c) how they felt if and when one or several students yielded to their pressure
d) how B team students felt under pressure

(over)

ACTIVITY (CONT'D):

e) how B team students felt if and when an individual on their team decided to yield
f) why any student who yielded did so
g) what the strongest motivations on others were not to yield
h) what were the most persuasive arguments on each side for and against drinking or
what were the most successful arguments in getting others to drink or in resisting drinking pressures and stifling further pressures.
i) Ask students to compile a set of "coping strategies" advising others how to cope with pressures to drink based on their role-play experiences.

SAMPLE ROLE PROFILES

Students exerting pressure (Team A)

You and two friends, John and Luke, have persuaded John's older brother to get you a six pack of beer to drink in the park on Friday night. But the fourth member of your group, Richard, doesn't want to join you. The four of you are gathered together right after school to make plans for meeting in the park and you are ready to try to persuade Richard to join you.

You plan to use the following arguments:

1) Kids should try everything at least once, to see what it's like. If you don't, you spend the rest of your life missing out on something great. And there's no reason to wait; you're old enough to drink a beer or two.

2) Anyone who doesn't agree with you about this is just "chicken" and a mother's boy. If you have no guts as a kid you'll grow up to be a coward too.

Students resisting pressure (Team B)

Your three best friends, John, Luke and Sam, have persuaded John's older brother to get all of you a six pack of beer to drink in the park on Friday night. You've told them you won't join them, but you're about to meet them after school right now and you know they're going to try to persuade you to join them.

You plan to use the following argument to resist their pressures:

> If you get caught -- and you always seem to get caught whenever you do something like this -- your parents will punish you severely, maybe "ground" you for a month.

Students exerting pressure (Team A)

You are at a party with Fred after a Saturday football game. As usual, he's drinking 7-Up and Coke. For a tough football player he sure is babyish about alcohol. Tonight you're going to get him to drink -- get drunk, if possible -- even if you have to break his arm and ruin his football career.

You plan to use the following argument:

Anyone who doesn't drink and get drunk once in a while is a baby. There's nothing wrong with drinking and getting drunk -- especially after a big game your team has won -- and there are several good reasons for getting drunk -- such as:

a) it feels great
b) everyone needs to let their hair down and let off steam
c) people who don't drink or get drunk at a party like this are missing all the fun and look real "finky" to everyone else.

Students resisting pressure (Team B)

You are a linebacker on your high school football team and after big games there's a party at someone's house with a lot of drinking. You like going to these parties because they give you a chance to meet girls and you enjoy talking with the other players. But you don't like to drink. You know that Lou is going to do his best to try to get you drunk, too. In fact, here he comes over to you now with an unopened bottle of beer in his hand.

You plan to use the following arguments for refusing to drink:

1) You can't stand the taste of beer or any other type of liquor.

2) You don't need to drink to feel grown up or have a good time at a party. So why should you bother?

New team role profiles can be created by varying the reasons for drinking, such as:

- tradition
- get "high"
- feel and/or appear mature
- relax
- be sociable
- "kicks"
- curiosity
- rebellion
- celebrate
- taste

and by varying the reasons for not drinking, such as:

- indifference
- taste
- concern about effects
- religion
- expense
- dislike of or lack of need for artificial mood changes.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: 1 period

ACTIVITY #: 168
TOPIC: Interpersonal: peer
METHOD: Drama: role play

CORE ACTIVITY:

Students role play scenarios in which a boy- or girlfriend is drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.
OTHER:

ACTIVITY:

Students role play one or more scenarios in which a boy- or girlfriend is drinking excessively in his or her date's company. Sample role profiles appear on the next page. Students should be encouraged to create their own role profiles.

After each role play, participants read their role profiles to class and discuss the feelings they had while role playing. Nonparticipants discuss how they might have acted or what they might have said had they been involved.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a small group discussion activity.

EVALUATION METHODS:

- Students write a "Handbook for Dates" on how to handle dates who drink too much.

SAMPLE ROLE PROFILES

Date

You are 16 years old and at a party with 25 friends. You've been going with your present date for 5 months. She has a habit of drinking too much at parties and then going around flirting with other boys. She's already had two beers and has just opened a third. What, if anything, do you do? (You've had two beers, too, but you can hold your liquor.)

Excessive Drinker

You are 16 years old and at a party with 25 friends. You have been dating this boy for about four months. You like to get "high" at these parties because you feel less shy with other people and it just makes you happy -- and you don't mind making your boyfriend a little jealous by flirting with another boy or two. You're on your third beer now.

Date

You are 16 years old and at a party with 14 friends. You've been dating this boy for 3 months and he's never had more than two drinks. But tonight he's already on his fourth and starting to get loud and pushy. What, if anything, do you do?

Excessive Drinker

You are 17 years old and at a party with 14 friends. You've been dating this girl for 2½ months. Tonight you feel especially good and you're on your third beer. Usually you have only two and hardly ever get drunk. You're sure you can hold your liquor.

Date

You are having dinner in a swank restaurant with your fiance. He had two cocktails before the meal and now he's on his second glass of wine. Neither of you had anything to eat since breakfast, so he's getting very loud and attracting some attention from the waiters and other patrons. He likes to get "high" sometimes at parties, but this is the first time it's happened with you in a restaurant. What will you say?

Excessive Drinker

You are having dinner in a swank restaurant with your fiance. You've had two cocktails and have been drinking from a bottle of wine. Since you had little to eat all day, you feel rosy and cheerful from the alcohol and you figure a few more glasses of wine will make you feel really great. You don't care what people think; you're paying a fortune for this meal.

SAMPLE ROLE PROFILES

New role profiles can be created by varying:

- the relationship between the participants
- their age and sex
- why and how much the drinker is drinking
- how he's reacting to the alcohol.

REFERENCE #: 1 **ACTIVITY #:** 169

CONTENT REFERENCE: 207-211, 214-216 **TOPIC:** Interpersonal: peer

CLASS TIME: 1½ periods **METHOD:** Writing

CORE ACTIVITY:

Students write and discuss autobiographical accounts of occasions on which they were subject to group pressure.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or to abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, influencing, decision-making.

OTHER:

ACTIVITY:

Students write brief (½ page) autobiographical accounts of one or more occasions on which there was peer group pressure exerted on them and they either resisted it or were influenced by it.

The following class, students break into small groups and are given written instructions to:

1. Read each others' papers.
2. Decide and record, in those cases where individuals did resist group pressure, how they accomplished this.
3. Decide and record other ways in which they might have accomplished this.
4. In those cases where individuals were unable to resist group pressure but would have liked to, decide and record why they were unable to resist and how they might have been able to. (1 class)

Groups report conclusions to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be class discussion.
- Students write and discuss autobiographical accounts of occasion on which they exerted peer group pressures. Activity #164 discusses why people exert pressure on others.

EVALUATION METHODS:

- Students role play or write the dialogue to these situations. To the satisfaction of the author and the teacher.

REFERENCE # 1
CONTENT REFERENCE 163-164
CLASS TIME 1 period

ACTIVITY # 170
TOPIC Interpersonal: peer
METHOD Writing

CORE ACTIVITY:

Students develop advertisements to help other students cope with pressures to drink irresponsibly.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, analyzing.

OTHER: Activity #58 on advertising techniques can precede this activity. Students should already have discussed the definition of "responsible" drinking. See Activity #52, #43 and #47.

ACTIVITY:

Students articulate ways of coping with pressure to drink irresponsibly by creating scripts for radio (and/or TV, and/or magazine) "public service" ads to assist students of their own age or younger with coping strategies.

Class breaks into small groups and each group is instructed to:

- Decide whether it will prepare ads for radio, TV, or magazines, or several ads for each.
- Decide the age of its target audience, so that it can adjust the style of its ads accordingly.
- Produce 3 or 4 ads for the medium in writing. The wording of the ad itself, music, setting (scenery and props) should all be indicated. If the ads are designed for magazines or newspapers, students with artistic ability should sketch the picture and typefaces for the ads. If possible, students tape their radio and TV ads.
- Try out its ads on the rest of the class and, if possible, on students from other classes (including younger ones) to determine how effective these ads might be. The "audience" states how useful the ads are for them, for example, whether the message is useful, and whether the style of the ad holds their attention.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can submit their ads to local radio stations and to school and community newspapers.
- Ads can be turned into posters for display in school and in the shops of local merchants who agree to cooperate.

EVALUATION METHODS:

- Each student writes an evaluation of one of the many TV or radio ads that attempt to discourage cigarette smoking or excessive drinking in terms of how effective it is in comparison with those the student participated in developing in class.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: ½-1 period

ACTIVITY #: 171
TOPIC: Interpersonal: peer
METHOD: Writing

CORE ACTIVITY:

Students complete unfinished stories by writing in the omitted part and thereby resolving a conflict involving peer pressure to drink or abstain.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, influencing, evaluating.

OTHER: Activity is a good evaluation of learnings about interpersonal situation involving alcohol.

ACTIVITY:

Students are given unfinished stories that lack beginnings, middles or ends and write the missing parts. Sample stories appear on the following pages. Students should be told that there are no "right" or "wrong" beginnings, middles or ends. They are to fill in the missing parts as they wish, making sure, however, to be as realistic as possible. This does not mean always writing what would most likely have happened but what certainly could have happened.

Upon completion, class breaks down into small groups and is given written instructions to:

1. Read each other's stories.
2. Compare your endings, beginnings or middles and explain to each other why you wrote what you did.
3. Discuss and record what each section should have been if your only reason in writing it were to show the best way to handle the problem.

Groups report conclusions to class and respond to questions and comments from class and teacher. (½-1 period)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Writing can be done as homework or in class.
- Discussion portion can be a class discussion.
- Students can write the stories and leave appropriate sections missing for other students to fill in.

EVALUATION METHODS:

- Each student writes a story and omits a section. Each student completes one other student's story. To the satisfaction of the two students involved and the teacher.

1. This is the beginning to a story. How will it end?

Penny Smith hung up.

"Wouldn't you know it?" she muttered. "Every time I take a baby-sitting job, the kids plan a get-together. I miss all the fun."

She called everyone she could think of to find a substitute, even Goony Grace. No dice. They were all busy. And the Masons had asked her to sit weeks ago. She just couldn't back out at the last minute.

She tried and tried to forget about missing the fun, but the more she tried, the more she thought about it.

Then she wondered...did she dare...no, she couldn't. She couldn't have them all come to the Masons' after she got the little kids in bed. Could she? Maybe they could all stop by, just for a few minutes. That wouldn't be so bad.

Stifling her conscience, she called back. Well, said the kids, they'd see. Maybe.

That night, at the Masons', she was nervous.

"What time do you think you'll be home?" she asked Mrs. Mason.

"Well, dear, it's quite a special outing for us, so I imagine fairly late. Around one. Is that all right? You don't have a curfew tonight, do you?" Mrs. Mason smiled.

"No, no, it's O.K.," gulped Penny.

"Remember, there are snacks in the cabinet and plenty of Cokes," said Mrs. Mason. "Help yourself and have a nice evening."

When the Masons left, Penny flew like a whirlwind. Dishes in the dishwasher, kids in the tub. Bedtime story. Goodnight.

"Phew!" she gasped.

The doorbell rang, and she ran to answer. There, just as she had hoped, were the kids, on the porch.

"Hey, Penny. Here we are. Even brought our own refreshments and music. Make way!"

[Teacher can cut story here or farther down.]

As Penny let them in, her eyes widened. Bill and Fred were carrying bottles -- and not of soda either. Everybody was noisy and laughing.

"Oh!" she thought. "What if they wake the kids? What if somebody saw them? What if...."

FINISH THE STORY

2. This is the end of a story. How did it come about?

"Aw, he's just chicken. He wouldn't drink milk if someone told him it could make you feel good. I always figured that when the chips were down, he'd back out. Pass me another can, will you, Jack."

3. Write the middle to the following story.

Sally Prince hated the big family picnic every summer. She was just the wrong age. The grownups sat around after eating and gossiped and drank beer or highballs. Her teenage cousins and their friends always went off by themselves with a record player. The little boys played some noisy game, and she was expected to stay with the little girls. There was just nobody her age.

"Sally is so sweet to the younger ones," everyone complimented her parents.

Well, Sally didn't feel sweet, and she promised herself that now that she was 12½ she wasn't going to be a free babysitter anymore.

Worst of all, her folks wouldn't let her stay home when she begged them. There were relatives who only saw her once a year, and her parents were so proud of her, they said, they just loved having her come. They even promised her a new, more grown-up outfit.

"You're growing up, dear," said Mrs. Prince. "You'll probably be spending this picnic mostly with the older children."

"Children!" thought Sally. "That's what's wrong with parents. They don't understand!"

To her, the older cousins were glamorous creatures from another world, with their music, mod clothes, makeup, jangly jewelry.

WRITE THE MIDDLE

"I have never been so humiliated in my life," wept Mrs. Prince. "Everyone must have noticed that you were DRUNK!"

"I was not!" stormed Sally. "And anyway, you made me go, and said I could be with the older CHILDREN."

"Quiet down, young lady," roared Mr. Prince. "Your mother is right. We trusted you to behave properly wherever you were, and you didn't deserve our trust. You can just forget about your plans for any evening for a long, long time. Tomorrow we will discuss what other punishment may be suitable. Now, go to bed."

"It isn't fair," Sally sobbed into her pillow. "They want you to be a responsible grownup one day and then treat you like a baby when you make one mistake. I'll never make it through the teens!"

4. This is the beginning of a story. How will it end?

Lou Moffat was one of the 23 members of his junior high school football team. After a grueling season, the team had just won its division in a close contest with the school's arch rivals. Lou and the other players were ecstatic as they paraded into the locker room right after the game, yelling and cheering and rough housing. The coaches, too, were happy, and congratulated the boys in the locker room and then quickly showered and left, while most of the boys, savoring their victory, fooled around, took their time in the showers and had a massive water fight. Then all but a few of the kids went home.

Just after Lou got out of the shower, however, Sam Lockwood quietly, but loudly enough to be heard by the few kids remaining, announced, "Hey, you guys. I snuck in a bottle of champagne. Now that the coaches are gone let's open it and really celebrate!" Sam popped the cork amid cries of "Alright" and "Right on" and the kids started passing the bottle around.

Lou had never drunk alcohol before, except for a little wine with his parents at Christmas or on other holidays. He knew that the coaches or some other teacher might come back into the locker room at any moment and he was nervous not only of what they might do but also what would happen if the coaches or whoever else caught them told his parents. He also knew that when the bottle reached him all the kids would expect him to drink. There were only five kids left in the locker room and the kid next to him was wiping off the bottle with his tee shirt before taking a swig; it would only be a matter of seconds before it was passed to him.

5. This is the beginning of a story. How will it end?

The 8:15 bell rang. At the same moment, Rick Brown slid through the door and fell into his homeroom seat. As attendance was being taken and notices passed out, he turned with an exaggerated sigh.

"Boy! Did I tie one on last night," he exclaimed.

"Big deal!" retorted Ken Smith, behind him.

"Man, that was some party. You should have come. They had beer, all kinds of booze and some really groovy chicks," grinned Rick.

"Yeah, sure. And flunk the math final," grunted Ken. "I could really afford that."

"Well, little old Bob, here, is gonna help me out, aren't you, Bob?" asked Rick. "I really didn't have time to look the stuff over," he continued, "and I need a decent grade to stay on the basketball team."

Bob Wells looked at Rick. He really did look rotten. His eyes were pink and watery and his face was flushed. Rick had been pretty nice to him when he came to Hayworth High this fall. Bob was quiet and shy, being new to town, and Rick had taken him under his wing. A nice thing for a big man in school to do, a star basketball player, popular with everyone. He had introduced Bob to a lot of kids, included him at his lunchroom table, and even got him a job in charge of basketball equipment.

"Well," faltered Bob, "if it would be any help, you can have all my notes to look over until the test."

"Great!" exclaimed Rick. "That should help a lot. I knew I could count on you."

Bob gave Rick the notes, relieved that he could be of help to someone who had befriended him.

At 3rd period, Rick sat in the seat next to Bob. He looked worried.

"Those notes did help some," he said, returning them. "I'll be O.K. if old man Gray doesn't throw the whole course at us."

Exam papers were passed out and the room fell silent. Bob looked at the test and his heart sank. This was a killer, and although he could handle it, he doubted that Rick could. He started to write.

Ten minutes went by. There was no sound but the scratching of pencil on paper and an occasional sigh. Mr. Gray stood alertly in front of the room.

A small note landed on Bob's desk. Bob cupped his hand over it and transferred it to his lap. Glancing down, he read:

SLIDE YOUR PAPER TO THE EDGE.

I'M DEAD IF YOU DON'T.

Bob was sweating. Mr. Gray might see, if he wrote an answer, or completed his test in an unnatural position, inches from Rick.

FINISH

REFERENCE #: 2-1

ACTIVITY #: 172

CONTENT REFERENCE: 214-216

TOPIC: Interpersonal: peer

CLASS TIME: 4 periods

METHOD: Writing

CORE ACTIVITY:

Students develop a booklet on alcohol for distribution throughout the school.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, researching, influencing, getting involved.

OTHER:

ACTIVITY:

Students are told at beginning of unit on alcohol to start collecting materials that would be appropriate for an alcohol information newspaper. Students are given written suggestions, such as:

- sources for information: newspapers, magazines, radio, TV, books, articles, personal observation, reliable informants
- formats for presenting the information: cartoons, short stories, crossword puzzles, poems, news releases, multiple choice questions
- foci for the newspaper--such as facts on alcohol's effects, discussion of interpersonal alcohol problems, a forum for student questions, information about alcohol laws, interviews with people involved with alcohol problems (policemen, doctors, judges, social workers) and alcohol--traffic safety information.

Class is broken into three or four small groups, each group selecting the best of its materials for publication, and rewriting where necessary.

Students assemble and select name for the booklet. Teacher and/or students duplicate booklet and decide on best method(s) of distribution, such as faculty mailboxes, homeroom distribution, and corridor distribution. (Over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- A small group of students can develop the booklet.

EVALUATION METHODS:

- Students examine the results of their questionnaire and analyze it in terms of how effective their booklet was.

ACTIVITY (CONT'D):

After distribution students draw up a questionnaire asking the student body and faculty what they have learned from the paper.

REFERENCE #: 1
CONTENT REFERENCE: 214-216
CLASS TIME: ¼-1 period

ACTIVITY #: 173
TOPIC: Interpersonal
METHOD: Writing

CORE ACTIVITY:

Students take written quiz on interpersonal situations involving alcohol use.

OBJECTIVE:

Students are able to show that they have explored their concern about what their relationship should be toward other people's use of alcohol by demonstrating knowledge of and ability to evaluate alternative responses.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, describing.

OTHER: Activity should be supplemented by other types of evaluations. Activity is useful as pre-test and/or post-test.

ACTIVITY:

Students write answers to written essay questions on interpersonal situations involving alcohol use. Sample questions appear on the next page.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students, individually or in groups, create their own questions and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample essay question evaluations of interpersonal situations involving alcohol use.

1. If you had a son and a daughter your age, what restrictions, if any, would you set on their drinking behavior and why?

2. If you had a son and a daughter your age, and you caught them (a) driving when drunk and (b) riding with a drunk driver. what, if anything would you do? Why?

3. What are the best methods for coping with pressures from friends to drink excessively or drink moderately when someone doesn[illegible] want to drink at all? Why?

4. Why do people exert pressure on others to drink? Which of these reasons are all right and which are not for exerting such pressure? Why?

5. Should adults and older teenagers buy or obtain alcohol for teenagers? Why or why not?

6. What, if any, are a host's responsibilities to his guests when drinks are served? Why?

7. Have you actually used anything that you learned in the course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ¼-½ period

TOPIC: Interpersonal
METHOD: Writing

ACTIVITY #: 174

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward interpersonal situations involving alcohol.

OBJECTIVE:

Activity is designed to reveal student attitudes toward interpersonal situations involving alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post-test to evaluate before a course what attitudes need changing and whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward interpersonal situations involving alcohol use. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings. Students should be told in advance that there are no right or wrong answers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample questions to evaluate student attitudes toward interpersonal situations involving alcohol. Answers may reflect concern, unconcern or a sense of responsibility.

A. Essay

1. Have you actually used anything that you learned in this course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

B. Short Answer

1. Respond to the following letter:

   Dear Abby,
   My best friend has been drinking heavily and then driving his car. What, if anything, should I do?

2. At what age should parents allow their children to drink as much as they want? Why?

C. Agree-Unsure-Disagree

1. Whether or not my close friends ruin their lives or create problems for themselves by drinking excessively is their business, not mine.
2. I should try to help my friends who drink so much they're getting into trouble.
3. When a host at a party serves drinks, it's his responsibility to see to it his guests don't drive home drunk.
4. If my best friend is about to drive when he's drunk, that's his business, not mine.
5. There is nothing wrong with someone buying alcohol for a teenager who's 17.
6. There is nothing wrong with someone buying a teenager alcohol as long as they know each other.

REFERENCE #: 1
CONTENT REFERENCE: 196-202
CLASS TIME: 1-2 periods

ACTIVITY #: 175
TOPIC: Law and Custom: comparative
METHOD: Audiovisual

CORE ACTIVITY:

Students view and discuss movie or filmstrip on American drinking customs.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in contemporary American culture in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, evaluating.
OTHER:

ACTIVITY:

Students view one or more of the audiovisual materials suggested on the following page.

After viewing, students break into small groups and are given written instructions to discuss:

- each of the major drinking behaviors or customs described in the film(strip).
- which, if any, are responsible uses of alcohol, which are not and why.

Groups report conclusions to class and respond to comments and questions from class and teacher. Teacher may want to comment on extent to which scenes depicted or described are typical of American drinking practices.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Small group discussions can be class discussion.
- Movies can be shown without sound and students can offer interpretations of what is being depicted.

EVALUATION METHODS:

- Students are shown a still shot from the movie(s) or filmstrip and orally or in writing describe what is occurring and whether that is a responsible use of alcohol and why.
- Students select the drinking behavior they liked best and write why.
- Students role play or write the dialogue to scenario in which they "interview" one of the drinking or abstaining participants of the movie(s).
- Students respond to the teacher's written and/or oral questions on responsible drinking behavior.

The following are suggested audiovisual materials on American drinking customs.

1. The Drinking American -- film; 60 minutes. A documentary of different types of American drinking practices, including a party in the "Bible Belt," a black bar in Harlem, a singles bar, an all-male bar in San Francisco, and an avant-garde "intellectuals" bar. Exhortations are made during the film for responsible drinking. Source: See Bibliography #176.

2. US -- film; 28 minutes, color. In the midst of a background of violence, warfare and inhumanity, adult women deplore drug use by their children while they use amphetamines and husbands worry about their wives' use of pills while they abuse alcohol. The irony of the way we all choose to pollute our lives is made vivid. Good for discussions. Source: See Bibliography #177.

3. Alcohol: The Social Drug/The Social Problem -- filmstrip; 35 mm., 2 parts, color. Part one describes the social drug: how we use alcohol in a socially acceptable way; there are scenes in bars and accounts by bartenders of different types of drinkers. Part two describes the social problems of alcohol use throughout history and currently in the United States, including alcoholism. Source: See Bibliography #178.

4. The Curious Habits of Man -- film; 14 minutes, color. A boy watching a television program on animal life observes the striking similarities between the behavior of the guests at a cocktail party given by his parents and the animals he is watching. Source: See Bibliography #179.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2-7 periods

ACTIVITY #: 176.
TOPIC: Law & Custom: comparative studies
METHOD: Independent Study

CORE ACTIVITY:

Class splits up into small groups to engage in different independent research projects on alcohol practices.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in American history, world history, contemporary American culture, and in contemporary foreign countries in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, questioning, reading, evaluating.
OTHER:

ACTIVITY:

The teacher passes out to students a list (with brief sketches of what is involved in each) of research activities students can pursue, such as:

- interviewing adults who lived during Prohibition (Activity #177)
- polling people on ethnic attitudes toward alcohol (Activity #178)
- researching alcohol use by ethnic groups (Activity #179)
- tasting wines (Activity #180)
- researching attitudes of religious denominations toward alcohol use (Activity #181)
- researching role of alcohol in different historical periods. (Activity #182)
- researching alcohol use in other countries. (Activity #183)

Students and teacher add other independent study topics to this list.

Students take the list home to select which topics they would like to study. Next class they form small groups of from 1 to 5 students around topics that concern them. These groups conduct the (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- In many cases, groups can write articles based on their research findings for submission to school and community newspapers.

EVALUATION METHODS:

- Each research group, in consultation with the teacher, creates its own evaluation methods.

ACTIVITY (CONT'D):

research along the lines suggested in the above Activities.

After completing research, groups prepare and present reports to class that indicate what they have learned and evaluate their findings in terms of critical suggestions for individual and societal improvement. Students should be encouraged to be imaginative in their presentation, by using audiovisual aids, props, charts, guest speakers, and other exciting reporting techniques.

REFERENCE #: 1
CONTENT REFERENCE: 151-157
CLASS TIME: 2½-3½ periods

ACTIVITY #: 177
TOPIC: Law & Custom: comparative studies
METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview adults who lived during Prohibition.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in American history, in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing.
OTHER: Some preliminary study of Prohibition is useful before engaging in this Activity.

ACTIVITY:

A small group of students writes questions about Prohibition they would like answered. Group solicits additional questions from classmates. Sample questions include:

- Why do you feel Prohibition was enacted?
- Why did it fail?
- Did you patronize speakeasies or otherwise obtain alcohol? If so, did you justify lawbreaking to yourself? How?
- If you knew other people who illegally obtained alcohol, how did they justify their lawbreaking?

Group decides whom to interview (people old enough to have been adults during prohibition) and how to divide up the work. (1 class)

Group prepares (1-2 classes) and presents analytical report to class that includes its estimate, based on interview results, of whether Prohibition could have "worked" and why. Group responds to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- After interviews, group can write article for submission to school and community newspapers.
- One or more of the interviewees can be invited to talk with the class, preferably interviewees with differing views.

EVALUATION METHODS:

- Students write an "eyewitness," first person account of what Prohibition was like, including why it was enacted and failed. To the satisfaction of the research group and the teacher.
- Students record whether and how they, if adults, would drink and why, if Prohibition existed today.
- Students role play or write the dialogue to scenario of an adult who lived during Prohibition being "interviewed" by an historian seeking primary source materials. To the satisfaction of the research group and the teacher.

REFERENCE #: 1 **ACTIVITY #:** 178
CONTENT REFERENCE: 187-195 **TOPIC:** Law and Custom: comparative studies
CLASS TIME: 2½-3½ periods, plus OCT **METHOD:** Independent Study: poll

CORE ACTIVITY:

Students create and conduct poll on different ethnic groups' attitudes toward and use of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in contemporary American culture in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing, discriminating, writing.
OTHER: Students need some initial familiarity with ethnic alcohol attitudes and behaviors before this Activity.

ACTIVITY:

A small group of students draws up a poll about different ethnic groups' attitudes toward and use of alcohol. The group solicits additional questions from classmates. Samples include:

1. Do you have wine with your meals? (never, occasionally, etc.)
2. Is wine used in any of your religious cereminies? (never, etc.)
3. Is drunkenness a sign of manliness? immaturity? etc.
4. Do you use alcohol in your cooking? (never, etc.)
5. When do you drink alcohol? (before meals: never, etc.; during meals: never, etc., etc.)

The group also decides what relationships it would like to study such as age, sex, whether parents were born in the United States, and religion. Students decide to whom to administer poll and how to administer it. Group tests poll by administering it to its own class. (1 class)

After conducting poll, group tabulates results and makes correlations. (1-2 classes) Group then prepares and presents report that includes explanation of how each ethnic groups' attitudes toward alcohol influences its use of alcohol. Group responds to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write up results into an article for submission to school and community newspapers.
- Two or more small groups can conduct the interviews and compare findings; an entire class can do the research.
- Students can poll soldiers on attitudes toward and use of alcohol.

EVALUATION METHODS:

- Students pick one ethnic group and write an "autobiography" of a typical member, describing how he feels about and uses alcohol. To the satisfaction of the research group and the teacher.
- Students select the attitudes they agree with and write why. To the satisfaction of students who selected different attitudes and the teacher.
- Students role play or write the dialogue to scenario in which a "reporter" interviews members of different ethnic groups on their attitudes toward and use of alcohol. To the satisfaction of the research group and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 187-195
CLASS TIME: 3-4 periods

ACTIVITY #: 179
TOPIC: Law & Custom: comparative studies
METHOD: Independent Study: research

CORE ACTIVITY:

Students research the use of alcohol by ethnic groups.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in contemporary American culture in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Research, analyzing, discriminating.
OTHER:

ACTIVITY:

A small group of students picks two or more ethnic groups in the United States to research, such as Indians, Irish, Italians, Jews, and Orientals. The group decides what research techniques it wishes to use, such as:

- readings
- polls (See Activity # 178)
- interviews with doctors in alcoholism hospital wards, parents, teachers, hyphenated American clubs and organizations, students, package store salesmen.
- field trips to package stores in ethnic neighborhoods to see what they stock and what sells well.

Types of issues to consider are:

- What kinds of alcohol are consumed and when? Why?
- Who is permitted to drink? Why? Where?
- How much are people allowed to drink? Why?

The group divides up responsibility for the research. (½ class)

The group then prepares (1-2 periods) and presents a report that includes examination of how each ethnic group's attitudes toward alcohol influences its drinking behavior. The group responds to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The group can write up its findings into an article for submission to the school and community newspapers.
- Two or more small groups or an entire class can conduct this research by dividing up the research.
- Group can research alcohol use by soldiers through interviews.

EVALUATION METHODS:

- Students engage in Activity #189 on creating their "own" ethnic group and alcohol attitudes.
- Students pick one ethnic group and write an "autobiography" of a typical member, describing how he feels about and uses alcohol. To the satisfaction of the research group and the teacher.
- Students role play or write the dialogue to scenarios in which reporters "interview" members of different ethnic groups on their attitudes toward and use of alcohol. To the satisfaction of alcohol. To the satisfaction of the research group and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period, plus OCT

ACTIVITY #: 180
TOPIC: Law and Custom: comparative
METHOD: Independent Study: research

CORE ACTIVITY:

Students taste different wines according to cultured wine testing methods.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's role in contemporary American culture in order to make responsible personal and public policy decisions about alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Discriminating, empathizing, researching.

OTHER: Parent and administration approval may be necessary for this Activity. It may not be possible to conduct in school, depending on state laws forbidding the presence of alcohol on school property. The teacher may have to pay for the wine.

ACTIVITY:

A small group of students tastes different wines according to sophisticated wine-testing methods. Prior to research, group reads appropriate literature on wine tasting, such as:

> "Modern Sensory Methods of Evaluating Wine," available free from Agricultural Publications, University of California, Berkeley 4, California (fairly sophisticated approach).

Group also interviews wine steward from restaurant that serves wine on appropriate methods for tasting wine and on the social ritual the steward and customers follow when ordering and drinking wine in restaurants.

Students then assemble and taste several different wines and rate them as outlined in the above pamphlet. In serious wine-tasting, no wine is consumed so that students will not become "high."

After conducting research, group prepares report and presents it to class on different tastes of wines. Group also role plays customers in restaurant ordering wine from a wine steward and explains the social ritual involved in ordering and drinking wine in restaurants.

Group responds to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct Activity and compare results.
- Group can interview a wine steward from a restaurant on how he serves wine and on customer tastes; steward can be invited to discuss his job and wines with class.

EVALUATION METHODS:

- Students are blindfolded and given different wines to taste. They identify whether the wines are white or red, dry or sweet.
- Students role play going to a restaurant and ordering and being served wine.

REFERENCE #: 1
CONTENT REFERENCE: 188-189
CLASS TIME: 2-3 periods, plus OCT

ACTIVITY #: 181
TOPIC: Law & Custom: comparative studies
METHOD: Independent Study: research

CORE ACTIVITY:

Students research the attitudes and actions of religious denominations regarding alcohol use and treatment for alcohol problems.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in contemporary American culture in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, evaluating, writing.

OTHER: Activity may be a sensitive one in some communities. Activity #71 on the attitudes in the Bible toward alcohol can precede this one.

ACTIVITY:

A small group of students researches the attitudes and actions of two or more religious denominations regarding alcohol use. The group draws up a list of questions to which it is seeking answers and solicits additional questions from classmates. Examples of questions include:

- What are the attitudes of various religious groups toward moderate use of alcohol?
- What programs, if any, do churches have for members with drinking problems? What do these programs do? How successful are they? How can we tell?
- Have churches changed their attitudes toward alcohol use over the years? If so, in what ways and why?

The group divides up responsibility for the research. (½ class)

Group prepares (1-2 classes) and presents report to class and responds to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The group can write an article for submission to school and community newspapers.
- Two or more small groups can research the attitudes of different churches and compare findings. Or the Activity can be conducted as a class activity or an individual written research report.

EVALUATION METHODS:

- Students role play ministers, priests, and rabbis being "interviewed" by newspaper reporters on their attitudes and actions regarding alcohol. To the satisfaction of the research group and the teacher.
- Students write a "Handbook" for one or more religious denominations explaining the church's attitude toward and reasons for programs on alcohol. To the satisfaction of the research group and the teacher.

REFERENCE #: 17-1
CONTENT REFERENCE: 145-157
CLASS TIME: 2½-3½ periods, plus OCT

ACTIVITY #: 182
TOPIC: Law & Custom: comparative studies
METHOD: Independent Study: research

CORE ACTIVITY:

Students research the role of alcohol in different historical periods.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in world history in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, researching, discriminating.
OTHER:

ACTIVITY:

A small group of students researches the role of alcohol in one or more historical periods. Sample periods include:

- Stone Age
- Moslem period
- Greco-Roman era
- Age of Chivalry
- Crusades
- 18th-Century England
- Colonial America
- Frontier America
- Prohibition

The group draws up a list of questions to which it is seeking answers and solicits additional questions from classmates. Sample questions include:

- What kinds of alcohol were consumed and on what occasions?
- Who was permitted to drink? Why did they drink? How much did they drink? How did they make it?

The group divides up responsibility for the research. (1 class) Research methods can include:

- examination of the period's art work and literature
- secondary literature sources
- interviews with university professors of history.

Upon completing the research, the group prepares an analytical report (1-2 classes) and presents it to class, responding to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can study different periods and compare findings. Students can trace one aspect of alcohol through different historical periods -- e.g., use as a medicine. An entire class can work on this Activity.
- Activity #172 and #186 center on the Prohibition Era.

EVALUATION METHODS:

- The group role plays a drinking scene à la, "You Are There." Rest of class tries to guess which historical period is being depicted.
- Students pick one historical period and write an "autobiography" of a typical citizen, describing how he feels about alcohol and how he uses it. To the satisfaction of the research group and the teacher.
- Students select the period they like best and write why. To the satisfaction of the research group and the teacher.

REFERENCE #: 1
ACTIVITY #: 183
CONTENT REFERENCE: 187-195, 201
TOPIC: Law & Custom: comparative studies
CLASS TIME: 2½-3½ periods, plus OCT
METHOD: Independent Study: research

CORE ACTIVITY:

Students research the use of alcohol in foreign countries and compare use with drinking practices in the United States.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in contemporary American culture and in contemporary foreign countries in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, discriminating, analyzing.

OTHER:

ACTIVITY:

A small group of students picks two or more foreign countries to research, such as France, Italy, Ireland, Germany, Sweden, Russia, Japan and China. The group decides what research techniques it wishes to use, such as:

- literature
- interviews with or telephone calls to foreign embassies, consulates and legations in the United States
- interviews with adults, including parents and faculty who have lived or traveled in these countries
- fictional accounts written by natives of these countries (See Bibliography, #135 and #140.)

Types of issues to consider are:

- What kinds of alcohol are consumed and when? Why?
- Who is permitted by custom to drink? Why?
- How much are people, including teenagers, allowed by custom to drink? Why? On what occasions?

The group divides up responsibility for the research. (1 class)

The group then prepares (1-2 classes) and presents report that includes examination of how each country's attitudes toward alco-
(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The group writes up its findings into an article for submission to school and community newspapers.
- Two or more small groups can conduct this research, each group responsible for a different country, or an entire class can divide up the research, or it can be an individual written report.

EVALUATION METHODS:

- Students engage in Activity # 189 on creating their "own" country and alcohol attitudes.
- Students pick one country and write an "autobiography" of a typical member, describing how he feels about and uses alcohol. To the satisfaction of the research group and the teacher.
- Students design an alcohol public education program for one of the countries studied that deals with its particular problems.

ACTIVITY (CONT'D):

hol influences its drinking behavior. The group responds to comments and questions from class and teacher. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: 196-201
CLASS TIME: 1 period

ACTIVITY #: 184a
TOPIC: Law and Custom: comparative studies
METHOD: Lecture

CORE ACTIVITY:

Class discusses and teacher lectures on contemporary alcohol use in the United States.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in contemporary American culture in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

Students write brief (½-1 page) response to the following instructions:

> Write two character descriptions: one of a person who is likely to drink alcohol, either socially or in excess; the other of a person who is likely to abstain. Describe these persons in terms of their age, sex, education, occupation, religion, ethnic group, income, etc.

The teacher tabulates on the board, statistically, the kinds of people the students feel are most likely to drink and abstain in terms of the above criteria. (See Content Literature for charts.) The teacher then reports the actual statistics and compares the students' statistics with those of the teacher and the class then tries to explain any discrepancies. The teacher should point out any obvious stereotyping students make in their descriptions.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students write character descriptions of people they know who drink and abstain and compare their descriptions with national statistics.

EVALUATION METHODS:

- Students respond to written and/or oral questions from the teacher on contemporary drinking trends.

REFERENCE #: 1
CONTENT REFERENCE: 187-195
CLASS TIME: ½-1 period

ACTIVITY #: 184b
TOPIC: Law & Custom: comparative studies
METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on different ethnic groups' use of and attitudes toward alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in contemporary American culture in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, discriminating.

OTHER:

ACTIVITY:

A lecture on ethnic groups' use of and attitudes toward alcohol should:

- distinguish carefully between attitudes and behaviors, but clearly illustrate how attitudes influence behavior (E.g., Italians regard drunkenness as a sign of immaturity; hence, relatively few Italians get drunk.)
- point out how ethnicity is a major influence on attitudes and behaviors for many people; use food preferences as an example
- note how a culture can introduce alcohol into another culture with major effects (e.g., French and English supplying American Indians with alcohol)
- consider what kinds of alcohol are consumed, when and why; who is permitted to drink and how much they are allowed by custom to drink, especially teenagers.

A lecture on this subject can be enlivened by:

- bringing in ethnic foods made with alcohol and/or menus and wine cartes from ethnic restaurants
- using charts and diagrams on overhead projector
- inviting other teachers and/or parents into class who are members of ethnic groups
- student discussion of which behaviors they like best and why.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be centered around different countries' or cultures' attitudes toward and use of alcohol.
- Students can create their own hypothetical ethnic group and describe its drinking patterns. (Activity #189)

EVALUATION METHODS:

- Students draw pictures depicting typical scenes involving alcohol for two or more ethnic groups.
- Students pick one ethnic group and write an "autobiography" of a typical member, describing how he feels about and uses alcohol.
- Students role play or write the dialogue to scenario in which a reporter "interviews" members of different ethnic groups on their attitudes toward and use of alcohol.
- Students respond to teacher's written and/or oral questions on alcohol use by ethnic groups.

REFERENCE #: 1
CONTENT REFERENCE: 145-157
CLASS TIME: ½-1 period

ACTIVITY #: 185
TOPIC: Law & Custom: comparative studies
METHOD: Lecture

CORE ACTIVITY:

The teacher lectures on the history of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in world history in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, discriminating.
OTHER:

ACTIVITY:

The teacher lectures on the role of alcohol during various periods of history. Such a lecture should consider:

- different historical periods (see Activity # 182)
- the different ways it was used (medicinal, religious, etc.)
- the type of beverages consumed and how they were made
- laws and attitudes regarding alcohol use.

The lecture can be enlivened by:

- slides, drawings and art work of the periods
- literature from the period, either read or on tape.

Class discussion can follow on such issues as:

- which historical period students would most like to have lived in and why
- how different elements from this historical background influence current attitudes and practices
- the tavern as a social center and its contemporary role
- the change in the medicinal role of alcohol and why it has changed
- the importance of alcohol to early American colonists
- similarities and differences between earlier historical alcohol practices and today's.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 183 on current international alcohol practices is a complementary Activity.

EVALUATION METHODS:

- Each student draws a cartoon of a typical scene involving alcohol in a given historical period. These can be displayed on bulletin boards.
- Students pick one historical period and write an "autobiography" of a typical member, describing how he feels about and uses alcohol.
- Students select the period they like best and write why.
- Students respond to teacher's written and/or oral questions on uses of alcohol throughout history.

REFERENCE #: 1

CONTENT REFERENCE: 151-157

CLASS TIME: ½-1 period

ACTIVITY #: 186

TOPIC: Law & Custom: comparative

METHOD: Lecture

CORE ACTIVITY:

The teacher lectures on Prohibition.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in American history in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.

OTHER:

ACTIVITY:

A lecture on Prohibition should:

- include history prior to national Prohibition, such as the Whiskey Rebellion of 1794, the Temperance Movement and state prohibition prior to 1920
- raise but not decide the moral issue of whether, and if so when and why, government should interfere in allegedly personal behavior
- discuss how the Temperance Movement conflicted with values held by various ethnic groups
- relate why the Temperance Movement became disillusioned with education as a means of eliminating alcohol misuse
- conclude with an examination of contemporary local option laws.

A lecture on Prohibition can be enlivened by:

- using references students may be familiar with, such as Al Capone and Eliot Ness
- asking students to discuss why they think police were often reluctant to enforce the law and compare that with contemporary police practices
- inviting older faculty members or parents to class to discuss home brew, speakeasies and raids

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Class can discuss what other techniques are used today to control liquor sales and consumption.
- Activity #203 and #205 on current alcohol laws are good follow-up activities, as are #195 and #199 on local option.

EVALUATION METHODS:

- Students write an "eyewitness," first person account of what Prohibition was like, including why it was enacted and why it failed.
- Students record whether, how and why they would drink if Prohibition existed today and they were adults.
- Students watch TV movies on Prohibition and evaluate them in writing in terms of accuracy.

ACTIVITY (CONT'D):

- asking students to compare Prohibition with today's prohibition against selling to minors.

REFERENCE #: 20-1
CONTENT REFERENCE: 150-151
CLASS TIME: ½ period

ACTIVITY #: 187
TOPIC: Law & Custom: comparative studies
METHOD: Lecture

CORE ACTIVITY:

The teacher lectures and the class discusses the role of alcohol in American frontier days.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in American history in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

A lecture on the use of alcohol in frontier America should consider:

- the different ways it was used, and the amount consumed
- the type of beverages consumed and how they were made
- laws and attitudes regarding alcohol use
- the Whiskey Tax and Shea's Rebellion
- the role of the saloon
- the introduction of whiskey to the Indians
- the beginning of the Temperance Movement.

Follow-up can include:

- discussion of why the Indians were so strongly affected by alcohol and how the traders took advantage of this
- discussion of whether trading practices were similar to current advertising practices.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #177 and #186 on Prohibition are good follow-up activities.

EVALUATION METHODS:

- Students watch TV shows or movies on the Old West and evaluate them in writing in terms of accuracy.
- Students role play or write the dialogue to scenario in which a frontiersman is "interviewed" by a city "slicker" on his attitude toward and use of alcohol.
- Students write an "eyewitness," first person account of what drinking on the frontier was like.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1-1½ periods, plus OCT

ACTIVITY #: 188
TOPIC: Law & Custom: comparative studies
METHOD: Reading

CORE ACTIVITY:

Students read and discuss fictional accounts of role of alcohol in different cultures.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in historical and contemporary cultures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, influencing.

OTHER: Activity is a good evaluation of learnings about alternate drinking behaviors societies can practice and promote. It is also a good introductory Activity to a study of other societies' use of alcohol.

ACTIVITY:

Students read one or more accounts of the role of alcohol in history as depicted in novels and plays. Suggested readings appear on the following page.

Upon completion of reading, students break into small groups and are given written instructions to discuss:

- for each selection whether students agree with the use of alcohol described or action being taken about alcohol and why.
- what the literature tells about the attitudes of the author and the society. (½-1 class)

Groups report their conclusions to class and respond to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or an individual written research report.

EVALUATION METHODS:

- Students respond to teacher's written and/or oral questions on different societies' use of alcohol.

Suggested readings from novels and a play that describe other cultures' or historical periods' use of alcohol.

Greene, Graham: The Power and the Glory. Novel about an alcoholic priest being hunted down in an anti-clerical Latin American country. Country also practices prohibition, but on pp. 139-155 police themselves break the laws and drink with the priest. Average reading.

Hemingway, Ernest: To Have and to Have Not. Series of related incidents in life of a small boat captain in Florida. Pp. 67-87 describe his efforts to run rum from Cuba to Florida. Easy reading.

Joyce, James: Dubliners. Series of sketches of life in Dublin around 1900. Pp. 74-82 describe an Irish bar with its drinking, conviviality, conversation and as a social center. Very mature reading.

O'Casey, Sean: Plough in the Stars. Play about the Irish revolution of 1916 and the IRA. Pp. 161-179 describe a bar on a street corner where a crowd is listening to a speaker. Characters in the play come in to drink and discuss the speaker's ideas. Very mature reading

O'Neill, Eugene: The Long Voyage Home. Play about a sailor who plans to give up sailing but is made drunk in a bar and dragged off to sea again. This was a frequently used method by which the British navy and merchant ships "recruited" sailors. Very mature reading.

Sinclair, Upton: The Jungle. Novel about the horrors of Chicago stockyards at the turn of the century and effects of urban life on immigrants. Pp. 214-225 describe use of bar as only form of social life available to single male laborers and practice of "sitting in" by which bar owners allowed one or two beggars to sit in their bars to make other drinkers feel sorry for them and therefore buy them drinks. Mature reading.

Uris, Leon: Battle Cry. Novel about Marine Corps in World War Two. Pp. 147-151 describe scene in which a Marine is made drunk by a girl who takes him to a hotel to steal his money, an occasional misfortune soldiers of many nations have encountered. Easy reading.

Wolfe, Thomas: Of Time and the River. Second volume in a series of autobiographical novels about a young boy growing up. Pp. 189-196 describe the protagonist and a friend getting drunk in a restaurant during Prohibition. Mature reading.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1½-2 periods

ACTIVITY #: 189
TOPIC: Law & Custom: comparative studies
METHOD: Writing

CORE ACTIVITY:

Students create their own imaginary culture with its own distinctive attitudes toward alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in American history, world history, contemporary American culture, and in contemporary foreign countries in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, analyzing.

OTHER: Students need to have already studied the relationship between a society's attitudes toward and its use of alcohol. This Activity is a good evaluation of learnings about the comparative study of alcohol attitudes and use.

ACTIVITY:

Students break into small groups and are given written instructions to:

1. Recall the cultures (or countries or ethnic groups) we have already studied, keeping in mind the way in which the societies' attitudes toward alcohol influenced the behavior of individuals with alcohol.
2. Create an imaginary country of your own. Give it a name, size, population, etc. Describe what its attitudes are toward alcohol and how it uses alcohol -- who can drink, when they can drink, what they drink, why they drink.
3. Describe how a typical individual or family uses alcohol. Show how that individual or family's behavior with alcohol is influenced by the society's attitudes toward alcohol. (E.g., whiskey is seen as a poison, so only beer and wine are drunk.) (1-1½ classes)

Groups describe their societies to the class and include an account of how their society's attitudes toward alcohol influence its use of alcohol. Groups respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be an individual assignment, rather than small group assignment and can be assigned as homework.

EVALUATION METHODS:

- Students write which society they would most want to live in and defend their selection. To the satisfaction of a group whose society the student did not choose and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 145-157, 187-202
CLASS TIME: ½-1 period

ACTIVITY #: 190
TOPIC: Law and Custom: comparative studies
METHOD: Writing

CORE ACTIVITY:

Students take written quiz or test on comparative studies of alcohol attitudes and use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the role of alcohol and drinking in American history, world history, contemporary American culture, and in contemporary foreign countries in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, describing.

OTHER: This evaluation Activity should be supplemented by other evaluation methods. Activity is useful as pre-test and/or post-test.

ACTIVITY:

Students take written quiz or test on comparative studies of alcohol attitudes and use. Sample questions appear on the following pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students, individually or in groups, create their own questions and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluations of comparative studies on alcohol. Sources for answers appear in parentheses. Correct answers to multiple choice questions are underlined.

A. Essay Questions

1. Compare the drinking habits and attitudes of any two ethnic groups in American or any two countries. (Content Literature pp. 187-195)

2. Using any two ethnic groups or countries, show how a person's culture can deeply influence his drinking behavior and attitudes. (Content Literature pp. 187-200)

3. Pick one ethnic group and write an "autobiography" of a typical member, describing how he feels about and uses alcohol.

4. From your studies of the drinking patterns of different ethnic groups, countries and historical periods, construct a culture of your own which you feel combines the best attitudes and behaviors concerning alcohol. Indicate why you have picked the ones you chose.

5. What role did alcohol play in Colonial America? (Content Literature pp. 149-150)

6. Why did Prohibition fail? Could it have succeeded? How? (Content Literature pp. 150-157)

7. Write an "eyewitness," first person account of what Prohibition was like, including why it was enacted and failed. (Content Literature pp. 151-157)

B. Multiple Choice Questions

1. People have been drinking alcohol:
   (a) *for thousands of years*
   (b) since Roman times
   (c) since the French Revolution of 1789
   (d) since Columbus discovered the Indians drinking it

2. Early man probably:
   (a) never drank -- he didn't have alcohol
   (b) had alcohol but abstained
   (c) *drank alcohol*
   (d) we have no way of knowing

3. Alcohol was important in Colonial and pre-Civil War American history because of all of the following except:
   (a) it was traded for slaves
   (b) it was taxed and therefore a source of revenue
   (c) *Puritans never drank any*
   (d) it was used as a social drink
   (e) it gave rise to groups who wanted to stop people from drinking entirely

4. According to statistics the person most likely to drink is:
   (a) a sixty year old Catholic cabinet maker
   (b) a 22-year-old factory worker living in a slum
   (c) a forty-year-old judge
   (d) a Mormon farmer
   (e) none of the above

5. All of the following are true of American drinking practices except:
   (a) a majority of Americans drink
   (b) most adults and teenagers who drink do so in moderation
   (c) nearly half of all drinkers become alcoholics or problem drinkers
   (d) alcohol is used in some religious ceremonies

6. During Prohibition,
   (a) it was illegal to purchase or drink alcohol
   (b) very few people drank alcohol
   (c) most police strictly enforced the laws against drinking
   (d) no one was allowed to sell, manufacture or transport alcohol

7. Prohibition failed because of all of the following except:
   (a) too many people insisted on drinking
   (b) enforcement agencies never really had the money or men to do the job
   (c) the law didn't make it illegal to drink alcohol
   (d) criminals saw golden opportunities to make fortunes selling alcohol

REFERENCE #: 1
ACTIVITY #: 191
CONTENT REFERENCE: 262-263
TOPIC: Law & Custom: laws
CLASS TIME: 1 period
METHOD: Discussion

CORE ACTIVITY:

Students discuss what legal action, if any, should be taken against people who are drunk in public.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making.

OTHER: Students need to have already studied pedestrian safety, alcoholism and treatments for problem drinking.

ACTIVITY:

Students respond in writing to one or more scenarios in which they are the "judge" who must decide what, if anything, to do with different people who have been arrested for public drunkenness. Sample arrestees include:

- a middle-aged skid row "bum," an alcoholic, without a job or home, who was staggering across the street. He has been in court 16 times in the last 7 years for the same offense.
- a 17-year-old girl from a respectable family who was drunk in the hot bleachers of the ball game and passed out. She has never been to court before.
- a young man with a previous record of getting drunk on weekends was drunk on the street and yelling obscenities at 2:00 a.m.

The following class, students discuss best courses of action and why.

Groups report conclusions to class and respond to comments and questions from class and teacher. Teacher comments on how students and sometimes judges prescribe different legal solutions based on differences in the background of the drunk person, such as age, sex and socio-economic status. Teacher points out that some states have eliminated public drunkenness as a crime.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Activity #203 and #205 on actual state laws are good follow-up Activities.

EVALUATION METHODS:

- Students defend positions other than those they originally took. To the satisfaction of students who did take those positions and the teacher.
- Students role play or write the dialogue to scenario in which a judge is "interviewed" by newspaper or TV reporters on why he took a specific action with a person guilty of public drunkenness.

REFERENCE #: 1 **ACTIVITY #:** 192
CONTENT REFERENCE: 237-238, 262-264 **TOPIC:** Law & Custom; laws
CLASS TIME: 1 period **METHOD:** Discussion

CORE ACTIVITY:

Students evaluate possible police solutions to problem and teenage drinkers in their community.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, influencing, feeling responsible.
OTHER:

ACTIVITY:

Students write brief responses to one or more scenarios in which a policeman confronts a drunk person. See next page for sample scenarios.

The following class, students break into small groups and are given written instructions to decide on the best course of action and why.

Groups report their results to the class and respond to comments and questions from class and teacher. The teacher then indicates what the actual police response would be and that it would depend as much on local ordinances, state laws and the police chief's policies as on any individual policeman's feelings or beliefs.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Scenario can involve students as police chiefs deciding what their force's policy will be for handling drunk people.
- Activity can be a class discussion or written homework assignment.
- Activity # 201 involves interviewing police.

EVALUATION METHODS:

- Students defend a position opposite to the one they originally advocated. To the satisfaction of a student who originally advocated that position and the teacher.
- Students role play or write the dialogue to scenarios in which a reporter "interviews" policemen or police chiefs on how they handle drunk people who are just drunk or drunk and disorderly.

SAMPLE SCENARIOS

You are a policeman on the town force. You are patrolling Main St. at 3 a.m. and you run across Marty Wino, drunk again, sitting on the sidewalk. He is usually drunk on the street at least once a month, but this is the first time you've had the night shift and run into Marty. You know nothing else about him. Do you arrest him? ignore him? talk with him? bully him? something else?

You are a policeman on the town force. You are in your patrol car at 11 p.m. and get a call to go to 279 Washington St. where there is a family fight. You get there, are let in by the daughter, and see the husband staggering around and his wife with one or two black and blue marks crying on the sofa. The daughter tells you this happens every weekend and this time had called the police. He gets drunk and then beats his wife. Do you arrest him? turn around and walk out? talk to him? bully him? something else?

You are a policeman on the town force. You have been told at 1 a.m. to go to 7th and D street where a teenage boy is drunk, yelling obscenities to the sky. You find him and recognize him as the boy who gets drunk every weekend and creates a public disturbance. His mother is divorced and seems to have trouble keeping control over him. Do you arrest him? ignore him? talk to him? bully him? take him home and talk to his parents? something else?

New scenarios can be created by varying:

- what the person is doing while drunk
- how often he has been found drunk by the police
- the person's family, employment, etc., situation.

ACTIVITY #: 193

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period
TOPIC: Law and Custom: laws
METHOD: Discussion

CORE ACTIVITY:

Students discuss what the legal drinking age should be.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, influencing.
OTHER:

ACTIVITY:

Students write brief (½-1 page) response to the following instructions:

> You are the Governor's Special Advisor on Youth Affairs. He has asked you to advise him on what he should recommend to the legislature in the way of a legal drinking age (if any) for the state. He also wants a brief explanation of why you are giving him the advice you offer. What do you advise him and why?

The following class, students break into small groups and, after reading each other's papers, discuss and try to agree on what the state's legal drinking age (if any) should be and why.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Each student writes a position paper on whether people who are old enough to serve in the Army are old enough to drink and why. Students exchange papers. Each student critiques one other student's paper. To the satisfaction of the author and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 257
CLASS TIME: 1 period

TOPIC: Safety: laws
METHOD: Discussion

ACTIVITY #: 194

CORE ACTIVITY:

Students discuss alcohol regulations for pilots and airplane passengers.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, influencing.
OTHER:

ACTIVITY:

Students write brief (½-1 page) response to following scenario:

> You are a new member of the Federal Aviation Administration (FAA), the Federal Agency that makes rules to govern the airline industry. As a new member you must write what rules, if any, you want about:
>
> pilots' drinking before flying or while flying
> stewardesses' drinking
> passengers' drinking
> drinking on private planes.

The following class, students break into small groups and are given written instructions to:

1. Assume you are all members of the FAA. You must discuss the position papers you wrote last class and agree on rules for airplane-related drinking. Start by reading each others' papers and then begin discussion on what you believe the rules should be.

Groups report results to class and respond to questions and comments from class and teacher. Teacher explains existing regulations and class compares them to their regulations and tries to explain any discrepancies.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Similar discussions can be held about rules for truck drivers and public transportation drivers and passengers.
- Activity can be a class discussion or written homework assignment.
- Students can write letters to airlines and/or CAB agreeing or disagreeing with or questioning their policies.

EVALUATION METHODS:

- Students role play or write the dialogue to scenario in which a reporter or consumer protectionist "interviews" an FAA member or pilot or stewardess about airline safety.
- Students respond to teacher's written and/or oral questions on airline alcohol regulations and their relationship to traffic safety laws.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

ACTIVITY #: 195
TOPIC: Law & Custom: laws
METHOD: Discussion

CORE ACTIVITY:

Students discuss whether their community should prohibit or restrict the sale of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.

OTHER: Students need to have already studied alcohol's physical, behavioral, and social and safety effects.

ACTIVITY:

Students write brief response to following scenario:

> You are a member of your town's Committee to Debate Town Prohibition. Your Committee has been chosen by the Town Manager to decide whether to establish Prohibition in the town. The Town Manager has asked you to state and defend your position to him in writing before the Committee meets. What will you write?

The following class, students break into small groups and are given written instructions to discuss their responses and agree on a recommendation.

Groups report conclusions to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Activity can be a small group or class debate. See Activity #199.
- If town already has Prohibition, students can discuss whether to repeal it.

EVALUATION METHODS:

- Students defend in writing or orally a position different from the one they originally advocated. To the satisfaction of a student who originally presented that position and the teacher.
- Students role play the Town Manager "defending" his position to reporters at a news conference.
- Students pretend they are editorial writers and write critical reviews of one other group's conclusions. To the satisfaction of that group and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

ACTIVITY #: 196
TOPIC: Law & Custom: laws
METHOD: Discussion

CORE ACTIVITY:

Students discuss and evaluate whether problem drinking should be a ground for divorce.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, influencing.
OTHER:

ACTIVITY:

Students write brief response to following instructions:

> In this state, there are seven grounds for divorce. If you were passing a new divorce law, would you vote for letting a husband or wife get a divorce against the wishes of the other spouse if he or she drank too much? How much, how often, and with what consequences would he or she have to drink before you would permit a divorce? Why?

The following class, students break into small groups and are given written instructions to use their written statements as initial positions on the issue and then:

- discuss the possible effects a spouse's misuse of alcohol could have on his family.
- agree on what view should be passed and why.

Groups report their conclusions to the class and respond to comments and questions from class and teacher. Teacher explains what the state's divorce law actually is.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.

EVALUATION METHODS:

- Students role play or write the dialogue to scenario in which a judge is "questioned" by a reporter for having or not having granted a divorce in a case they describe.
- Students write defense of a position different from the one they originally took. To the satisfaction of a student who originally advocated that position and the teacher.

ACTIVITY #: 197

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2-7 periods, plus OCT.

TOPIC: Law and Custom: laws
METHOD: Independent Study

CORE ACTIVITY:

Class splits up into small groups to engage in different independent research projects on alcohol laws.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedure in order to make responsible personal and public policy decisions.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, analyzing.
OTHER:

ACTIVITY:

The teacher passes out to students a list (with brief sketches of what is involved in each) of research activities students can pursue, such as:

- debating what the legal drinking age should be (Activity #198)
- debating making sale of alcohol illegal (Activity #199)
- interviewing judge on judicial process for alcohol offenses (Activity #200)
- interviewing policemen about how they handle alcohol offenders (Activity #201)
- interviewing juvenile court personnel on alcohol and juvenile deliquency (Activity #202)
- researching state and local alcohol laws (Activity #203)
- researching the relationship between alcohol abuse and crime. (Activity #204)

Students and teacher add other independent study topics to this list.

Students take the list home to select which topics they would like to study. Next class, they form small groups of from 1 to 5 students around topics that concern them. These groups conduct the research along the lines suggested in the above Activities.

After completing research, groups prepare and present reports to

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

In many cases, groups can write articles based on their research findings for submission to school and community newspapers.

EVALUATION METHODS:

Each research group, in consultation with the teacher, creates its own evaluation methods.

ACTIVITY (CONT'D):

class that indicate what they have learned and evaluate their findings in terms of critical suggestions for individual and societal improvement. Students should be encouraged to be imaginative in their presentation, by using audiovisual aids, props, charts, guest speakers, and other exciting reporting techniques.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2-3 periods, plus OCT

ACTIVITY #: 198
TOPIC: Law & Custom: laws
METHOD: Independent Study: debate

CORE ACTIVITY:

Students research and debate what the legal drinking age should be.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, evaluating, influencing.

OTHER:

ACTIVITY:

A small group of four to eight students researches and debates issue of legal drinking age. The group first decides what three positions it wants to debate and who is going to defend which position. Group then splits into three debate groups and each sub-group researches its point of view. Each sub-group divides up the research work. Research methods include:

- reading available literature
- interviewing juvenile judges, probation officers, juvenile lawyers, policemen, and legislators
- talking with organizations and agencies that have been involved with lowering the voting and/or drinking ages, such as the League of Women Voters and the 18X72 clubs. State senate offices may have further references.

After completing the research, the group agrees on ground rules for the debate -- how much time to allow each side to present its arguments, rebuttals and concluding remarks. Group also decides who will judge debate and how it will be scored. (1-2 classes)

After debate, group responds to comments and questions from class and teacher. (1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- An entire class can engage in this debate, with some students acting as judges. Activity can also be a small group or class discussion.
- Students can advocate positions different from ones they actually support.

EVALUATION METHODS:

- Each participant writes a defense of a position he did not take during the debate. To the satisfaction of students who did and the teacher. Non-participants write "editorials" that indicate which sub-group had the more persuasive arguments and why. To the satisfaction of the other sub-group and the teacher.

REFERENCE #: 1 ACTIVITY #: 199
CONTENT REFERENCE: NA TOPIC: Law and Custom: laws
CLASS TIME: 2-3½ periods, plus OCT METHOD: Independent Study: debate

CORE ACTIVITY:

Students research and debate whether their community should make the sale of alcohol illegal.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, evaluating, influencing.

OTHER: Students need to have already studied alcohol's social effects.

ACTIVITY:

A small group of four to eight students researches and debates the issue of whether their community should illegalize the sale of alcohol either in bars, package stores, restaurants or some combination of these. The group first decides what three positions it wants to debate and who is going to defend which position. Group then splits into three debate groups and each sub-group researches its point of view. Each sub-group divides up the research work. Research methods include:

- reading available literature
- interviewing members of ethnic groups, bar owners, package store salesmen and owners, town tax officials, and policemen.

After completing the research, the group agrees on ground rules for the debate -- how much time to allow each side to present its arguments, rebuttals and concluding remarks. Group also decides who will judge debate and how it will be scored. (1-2 classes)

After debate, group responds to comments and questions from class and teacher. (1-1½ classes)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- An entire class can engage in this debate, with some students acting as judges.
- Activity can be a small group discussion. See Activity #195.
- Students can advocate positions opposite to those they really believe.

EVALUATION METHODS:

- Each participant writes a defense of a position he did not take during the debate. To the satisfaction of students who did and the teacher. Non-participants write "editorials" that indicate which sub-group had the more persuasive arguments and why. To the satisfaction of the other sub-group and the teacher.
- Students respond to written and/or oral questions from the teacher on the arguments for and against local prohibition.

REFERENCE #: 1
CONTENT REFERENCE: 237-238, 262-263
CLASS TIME: 2-3 periods, plus OCT

ACTIVITY #: 200
TOPIC: Law & Custom: laws
METHOD: Independent Study; Interview

CORE ACTIVITY:

Students interview judge or trial lawyer on the judicial process as it relates to alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing.
OTHER: Students need to have already studied court procedure, and alcohol laws and their enforcement.

ACTIVITY:

A small group of students draws up a list of questions to ask judges or trial lawyers about the judicial process as it relates to alcohol use. Group solicits additional questions from classmates. Sample questions include:

1. Are middle class or white people who are arrested for the same offense as poor or non-white people sometimes given a different sentence?
2. Is there anything that can be done for drunks who appear in court every few months? What normally is done with them?
3. Do court-appointed lawyers normally tell their clients to plead guilty?
4. Do indigents usually not take advantage of the free lawyers they can have if they want? Why? (½ class)

Group then prepares (1-2 classes) and presents analytical and critical report to class that includes an assessment of the judicial process as it relates to alcohol use. Group responds to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can interview Internal Revenue Service agents on bootlegging and moonshine, or invite agent to talk with the class.
- Two or more small groups can conduct the interviews and compare findings, or Activity can be individual written research report.
- Students can invite a judge or lawyer to talk with the class.

EVALUATION METHODS:

- Students write a first person, "autobiographical" accounts of what it is like to be tried for an alcohol offense. To the satisfaction of the research group and the teacher.
- Students role play or write the dialogue to scenarios in which people are being "tried" for alcohol offenses. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on legal process.

REFERENCE #: 1
CONTENT REFERENCE: 263-264
CLASS TIME: 2½-3½ periods, plus OCT

ACTIVITY #: 201
TOPIC: Law and Custom: laws
METHOD: Independent Studies: interview

CORE ACTIVITY:

Students interview police officers about how they handle public drunkenness offenders and other offenders involving alcohol misuse.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, evaluating.

OTHER: Activity # 192 on what police reaction should be can precede this Activity.

ACTIVITY:

A small group of students does preliminary research on the state's public drunkenness laws. It then draws up a list of questions to ask policemen and solicits additional questions from classmates. Sample questions include:

1. Why is public drunkenness (not) considered a crime?
2. In what kinds of situations do you usually find people drunk?
3. How do you handle them?
4. What kinds of alcohol offenses do juveniles commit and how do you handle them?
5. Do you feel alcohol offenders should be handled differently? If so, how and why?

Group divides up responsibility for interviews. (1 class)

After conducting interviews, group prepares (1-2 classes) and presents a report on findings, including an evaluation of police regulations and behaviors in dealing with alcohol offenses. Group responds to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can interview police from two or more towns and compare findings.
- Group can write an article for submission to school and community newspapers.
- Policemen can be invited to talk with the class.

EVALUATION METHODS:

- Students compare what they advocated in Activity # 192 with current practices and defend or alter their original position. To the satisfaction of the research group and the teacher.
- Students role play or write the dialogue to scenarios in which police are "interviewed" by reporters; and problem drinkers describe to reporters how they were "handled" by the police. To the satisfaction of the research group and the teacher.

REFERENCE #: 9-1
CONTENT REFERENCE: 238
CLASS TIME: 2-3½ periods, plus OCT

ACTIVITY #: 202
TOPIC: Law & Custom: laws
METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview a juvenile court judge, probation officer, social worker or police officer on relationship between alcohol abuse and juvenile delinquency.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, evaluating, researching.

OTHER:

ACTIVITY:

A small group of students does preliminary research on how alcohol abuse is related to juvenile delinquency and on the legal consequences of alcohol abuse by juveniles. The group then formulates a list of questions to ask juvenile law enforcement officials and solicits additional questions from classmates. Sample questions include:

1. Does alcohol misuse cause juvenile delinquency, vice versa, or neither?
2. What happens to a juvenile who has been arrested for an alcohol offense?
3. Do juveniles break other laws because they are drunk?
4. What rehabilitation services are available to delinquents who have alcohol problems?
5. What is the recidivism rate for delinquents arrested on alcohol charges? What might explain it, if it is high? (½-1 class)

After completing interviews, group prepares (1-2 classes) and presents a report to class that includes an evaluation of the juvenile process for alcohol offenders. Group responds to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write an article for submission to school and community newspapers.
- Any of these officials can be invited to talk with the class.
- Activity can be individual written research report.

EVALUATION METHODS:

- Students write first person, "autobiographical" accounts of what it it like to be tried for an alcohol offense. To the satisfaction of the research group and the teacher.
- Students role play or write the dialogue to scenarios in which: (a) a juvenile alcohol case is being "heard" in court; (b) newspaper reporters "interview" juvenile judges, social workers, etc. on the relationship between drinking and juvenile delinquency and the juvenile process. To the satisfaction of the research group and the teacher.

REFERENCE #: 1 ACTIVITY #: 203

CONTENT REFERENCE: NA TOPIC: Law & Custom: laws

CLASS TIME: 2-3 periods, plus OCT METHOD: Independent Study: research

CORE ACTIVITY:

Students research and report on state and local alcohol laws.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, analyzing, evaluating.

OTHER: Students should have already discussed what they think the laws should be. See Activity #191 through #196.

ACTIVITY:

A small group of students researches state and local alcohol laws on:

- advertising
- hours and locations of bars and package stores
- driving
- public drunkenness.

Research methods can involve:

- interviews with policemen, legislators, juvenile judges, probation officers, consumer protection agencies and state and city attorney generals
- available literature
- attending and evaluating license suspension classes.

Group divides up responsibility for the research. (½ class)

After conducting the research, group prepares (1-2 classes) and gives report to class that includes evaluation of which laws are good and why and how others should be changed and why. Group responds to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write results into an article for submission to school and community newspapers.
- Two or more small groups can conduct this research and compare findings. Or Activity can be individual written research reports.
- Students can research and compare other countries' alcohol laws.

EVALUATION METHODS:

- Students write a "Handbook of State and Local Alcohol Laws." To the satisfaction of the research group and the teacher.
- Students role play or write the dialogue to scenario in which a legislator, policeman, etc. are "interviewed" by a newspaper reporter on the alcohol laws. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on state and local alcohol laws.

REFERENCE #: 1
CONTENT REFERENCE: 237-238, 262-263
CLASS TIME:

ACTIVITY # 204
TOPIC: Law and Custom: law
METHOD: Independent Study: research

CORE ACTIVITY:

Students research the relationship between alcohol abuse and crime.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, analyzing.
OTHER:

ACTIVITY:

A small group of students researches the relationships between alcohol abuse and crime. Research methods can include:

- reading available literature, including the Bible (see Activity #71)
- interviewing policemen, judges, lawyers, and correctional officers.

The group writes a list of questions to which it is seeking answers and solicits additional questions from classmates. Sample questions include:

- Do people commit more, less or the same number of crimes when drunk? Why?
- Do they commit different kinds of crimes? If so, which ones?
- What percentage of criminals and prisoners have alcohol problems?

Group divides up responsibility for the research. (1 class)

After completing research, students prepare (1-2 classes) and present report to class on findings and respond to comments and questions from class and teacher. ($\frac{1}{2}$ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct this research and compare findings. Or Activity can be an individual written research report.
- The teacher can lecture on this topic.

EVALUATION METHODS:

- Students role play or write the dialogue to scenario in which a reporter interviews prisoners on the relationship between alcohol abuse and crime in their lives. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on drinking and crime.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1½ periods, plus OCT

ACTIVITY #: 205
TOPIC: Law & Custom: laws
METHOD: Reading

CORE ACTIVITY:

Students read and evaluate their state alcohol laws.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating, influencing.
OTHER: Activity #191 and/or #193 on what students think the laws should be should precede this Activity.

ACTIVITY:

Students read accounts of their state alcohol laws and the extent of their enforcement. As homework or in class, they write their opinions of which laws they would want changed and how.

The following day students break into small groups and are given written instructions to discuss:

- the extent to which each state law is enforced and reasons why.
- the merits and faults of each law.
- what the laws should be and the penalty for breaking them. (1 class)

Groups report conclusions to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- The teacher can lecture on these laws and then have small group discussions or a class discussion on them.

EVALUATION METHODS:

- Half the class writes a defense, the other half an attack on one or more state laws. Students exchange papers and write critiques of each others' papers. To the author's and teacher's satisfaction.
- Students role play reporters interviewing legislators who are advocating the passage of particular alcohol laws. To the teacher's satisfaction.
- Students respond to teacher's written and/or oral questions on state alcohol laws.

REFERENCE #: 1 **ACTIVITY #:** 206
CONTENT REFERENCE: NA **TOPIC:** Law and Custom: laws
CLASS TIME: 1-1½ periods, plus OCT **METHOD:** Reading and Discussion

CORE ACTIVITY:

Students read and discuss two fictional accounts of legal action taken in response to drunken behavior.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, evaluating.

OTHER: Activity is a good evaluation of learnings about what the alcohol laws should be. It is also a good introductory Activity to a study of alcohol laws.

ACTIVITY:

Students read the following two fictional accounts of individuals who got drunk and were arrested and jailed:

Fitzgerald, F. Scott: Tender Is the Night, pp. 219-235.
Selection describes character who gets drunk, assaults a police officer in France and is jailed. Mature reading.

Wolfe, Thomas: Of Time and the River, pp. 275-304.
Selection describes character who goes riding with friends all of whom get very drunk as they ride and are eventually arrested and spend a gruesome night in a small town Southern jail. Mature reading.

After completing reading, students break into small groups and are given written instructions to

1. Compare the two stories in terms of:
    (a) why the individuals were arrested.
    (b) what happened to them after being arrested.
2. Discuss and record:
    - whether you agree with the way the police dealt with them and why.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or an individual written research report.
- The teacher can assign each selection but omit the endings. Each student then writes his own ending himself and students read and discuss each others' endings.

EVALUATION METHODS:

- Students write a story that describes what they feel the legal response should be to someone guilty of a drinking offense. Each student reads and critiques one other student's story. To the satisfaction of the author and the teacher.

ACTIVITY (CONT'D):

- what the police should have done if you disagree with what they did do. Why?
- what the laws should be, if any, for what these two individuals did.
- what the literature seems to imply is the authors' attitude toward alcohol. (½-1 class)

Groups report their conclusions to class and respond to comments and questions from class and teacher. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1-1½ periods, plus OCT

ACTIVITY #: 207
TOPIC: Law and Custom: law
METHOD: Writing and Discussion

CORE ACTIVITY:

Students write completion to a fictional story of a drinking-related offense.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, reading, evaluating, influencing.

OTHER: Activity is a good introduction to a study of alcohol laws and a good evaluation of learnings about alcohol laws after a unit of study.

ACTIVITY:

Students read pp. 29-34 of The Lost Weekend by Charles Jackson in which the protagonist steals a woman's purse in a bar while he is drunk and is caught by the management. Students are assigned to complete the story from the point at which he is stopped by the management on his way out the door. Story completion should include what the legal consequences are, not necessarily in terms of what students feel should or would most likely happen to the protagonist but in terms of what might conceivably have happened to him.

Upon completion of writing, students break into small groups and, after reading each other's endings, are given written instructions to discuss:

- what should have happened to the alcoholic and why.
- what probably in reality would have happened and why. (Teacher reads or passes out actual ending to the selection.)
- why the woman might not have wanted to call a policeman. (½-1 class)

Groups report conclusions to class and respond to comments

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.
- Students can read entire story and then have a small group discussion on questions 2, 3, and 4 above.

EVALUATION METHODS:

- Students write their own fictional stories that illustrate the legal problems of dealing with alcoholics who break the law. Each student reads and critiques one other student's story. To the satisfaction of the author and the teacher.

ACTIVITY (CONT'D):

and questions from class and teacher. Students read Jackson's explanation on why he wasn't arrested on pp. 62, 63 and discuss whether they agree. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: 260-265
CLASS TIME: ½-1 period

ACTIVITY #: 208
TOPIC: Law and Custom: laws
METHOD: Writing

CORE ACTIVITY:

Students take written quiz or test on alcohol laws.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate non-traffic alcohol criminal laws, enforcement and judicial procedures in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, describing.

OTHER: Activity should be supplemented by other means of evaluation. This Activity is useful as a pre-test and/or post-test.

ACTIVITY:

Students write answers to written essay, short answer and multiple choice questions on alcohol laws. Sample questions appear on the following pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation questions on alcohol laws. Answers or sources for answers appear in parentheses. Correct answers to multiple choice questions are underlined.

A. Essay Questions

1. If you were in charge of licensing package stores, bars and restaurants, what rules would you set up and why regarding hours they may be open, where they may be located, how many may open up, prices, taxes, etc.? (Content Literature pp. 260-261)

2. If you had complete power over setting the rules for alcohol advertising, what rules, if any, would you set? Why those or none? (Content Literature pp. 164-165)

3. If you were mayor of your town and had the authority to prohibit the sale of liquor, would you do so? Why or why not?

4. If you were a legislator, would you vote to make it illegal for people to be drunk anywhere in public? in certain places? Which ones? Why? (Content Literature pp. 262-263)

5. What should be done with someone who has been arrested for public drunkenness if he (a) is an alcoholic, (b) is a social drinker who had one too many -- neither of whom were disturbing the peace? Why would you do this? What if each one was disturbing the peace?

6. At what age should people be legally allowed to drink? Should the age be different for drinking in bars, in restaurants, or buying from package stores? Why?

7. Should citizens try to influence the government and other social institutions in ways they feel are useful? Why? Why not? If they should, pick one institution that you would like to influence and describe ways you feel are (a) effective and (b) legitimate to influence it. (Content Literature pp. 216-217)

B. Short Answer

1. What does "local option" refer to? (community's right -- option, choice -- to prohibit the sale of alcohol)

C. Multiple Choice

1. "Local option" refers to:
   (a) a community having the choice of banning the sale of alcohol
   (b) citizens being able to choose which brands of alcohol to buy
   (c) a community having the choice of taxing alcohol sales
   (d) none of the above

2. Local option is usually decided on by:
   (a) the mayor
   (b) referendum
   (c) the legislature
   (d) lottery

3. Legal alcohol sales are:
   (a) rarely taxes
   (b) always taxed
   (c) taxed in some communities but not in others
   (d) subject to a small state tax

4. "Moonshining" refers to:
   (a) drinking under moonlight until your face glows
   (b) getting a black eye (shiner) from a drinking fight
   (c) making alcohol illegally (in the moonlight)
   (d) selling alcohol without a license

5. "Bootlegging" can mean:
   (a) transporting alcohol illegally
   (b) selling alcohol illegally
   (c) manufacturing alcohol illegally
   (d) b and c
   (e) all of the above

6. Teacher adds own questions on state laws.

REFERENCE #: 1 **ACTIVITY #:** 209
CONTENT REFERENCE: NA **TOPIC:** Law and Custom
CLASS TIME: $\frac{1}{4}$-$\frac{1}{2}$ period **METHOD:** Writing

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward alcohol laws and customs.

OBJECTIVE:

Activity is designed to reveal student attitudes toward alcohol laws and customs.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.
OTHER: Activity is useful as a pre-test and/or post-test to evaluate before a course what attitudes need changing and whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward alcohol laws and customs. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample questions to evaluate students' attitudes toward alcohol laws and customs follow. Answers may reflect understanding attitude toward influence of environment and culture on drinking behavior, stereotyping and/or prejudice.

Agree-Unsure-Disagree

1. What ethnic group a person belongs to makes no difference in his chances of becoming a problem drinker or alcoholic.
2. What country a person is brought up in makes no difference in his chances of becoming a problem drinker or alcoholic.
3. The Irish-American have more drinking problems than some other ethnic groups because they have less will power.
4. Most people who drink wine with their meals really drink it to feel good and get "high".
5. Laws against public drunkenness should be very strict.
6. There should be no law against being drunk in public.

Multiple Choice

1. According to statistics the person most likely to drink is:
   (a) a sixty year old Catholic cabinet maker
   (b) a 22-year-old factory worker living in a slum
   (c) a forty-year-old judge
   (d) a Mormon farmer

REFERENCE #: 1
CONTENT REFERENCE: 224-231
CLASS TIME: 1-1½ periods

ACTIVITY #: 210
TOPIC: Problem Drinking: background: causes
METHOD: Audiovisual

CORE ACTIVITY:

Students compare two or more movies depicting why people become problem drinkers.

OBJECTIVE:

Students demonstrate knowledge of the theories of problem drinking and alcoholism causation in order to make responsible decisions about problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.

OTHER: Activity is good for both evaluation of and introduction to a study of problem drinking causation.

ACTIVITY:

Students view two movies that explain why some people become problem drinkers:

1. An Unpleasant Evening -- 10 minutes, black and white. Description of a teenage girl persuading a boy to smuggle her a bottle of wine into a dance. She gets drunk on it and her boyfriend and friends beat up the boy who got her the wine. Film shows girl's inability to relate to others without alcohol. Source: See Bibliography #184.
2. Alcohol and You -- 26 minutes. This examines the reasons Americans drink and why some become alcoholics. Source: See Bibliography #172.
3. What's It Going to Get You, Peppe? -- 9 minutes, black and white. Ghetto youth is jilted by his girlfriend and he turns to drink. Especially good for urban youths. Source: See Bibliography #194.
4. Alcoholism Makes It Tougher -- 28 minutes, black and white. Film which describes the development of alcoholism in three women. Source: See Bibliography #201.

Class discussion follows on what the movies reveal about why people become problem drinkers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Teacher can lecture on theories of problem drinking and alcoholism causation.
- A small group of students can research the causes of alcoholism and problem drinking.
- Small groups can discuss what they think causes problem drinking.

EVALUATION METHODS:

- Students write "autobiographies" that describe why they became problem drinkers. Each student reads one other student's "autobiography" and critiques it for realism.
- Students respond to teacher's written and/or oral questions on why people may become problem drinkers and alcoholics.

REFERENCE #: 1
CONTENT REFERENCE: 138-140, 220-222
CLASS TIME: ½-1 period

ACTIVITY #: 211
TOPIC: Problem Drinking: background: definitions
METHOD: Discussion

CORE ACTIVITY:

Students and teacher define terms such as "alcoholic," "problem drinker," and "social drinker."

OBJECTIVE:

Students demonstrate ability to distinguish between social drinking, abstention, problem drinking and alcoholism in order to understand their own and others' drinking behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, discriminating.
OTHER: This Activity should be placed at the beginning of any unit that will deal with problem drinking or social drinking.

ACTIVITY:

The teacher begins by emphasizing the need for agreed-upon definitions so that disagreements over issues are not confused by disagreements over the meaning of terms.

Students write a brief (½-1 page) but detailed description of three different people, real or fictitious, one of whom they feel is an alcoholic, the second a problem drinker and the third a social drinker. (Names are omitted.)

The following class students break into small groups and are given written instructions to:

1. Read each others' papers.
2. See if there is any agreement in your descriptions of who is an alcoholic, a problem drinker and a social drinker. Do all or most of your papers describe the same behavior and feelings for each?
3. Record these agreements on a separate piece of paper.
4. Discuss and agree upon a definition for each of these types of people that includes these agreed-upon descriptions.

Groups report their definitions to the class and respond to questions and criticisms. Teacher points out and corrects (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- A similar procedure may be used for other terms requiring agreed-upon definitions.
- Activity can be conducted as a class discussion.

EVALUATION METHODS:

- Students read selections from one or more of the fictional readings suggested in the Bibliography (#s 112-114, 118, 129, 130, 132, 134, 142, 152, 163, and 164) and write whether the persons described are alcoholics, problem drinkers or social drinkers and why.
- Each student is given two to five of the descriptions of alcoholics, problem drinkers and social drinkers written by other students and writes whether they agree that they describe what they were intended to describe and why or why not. To the satisfaction of the authors and the teachers.

ACTIVITY (CONT'D):

myths (e.g., that alcoholics are derelicts) and presents alternate definitions, such as those in the Glossary. Teacher and class then agree on one definition.

REFERENCE #: 1
CONTENT REFERENCE: 220-222
CLASS TIME: 1½-2½ periods

ACTIVITY #: 212
TOPIC: Problem Drinking: background: definitions
METHOD: Discussion

CORE ACTIVITY:

Students take the Johns Hopkins alcohol questionnaire and discuss its reliability as a test for problem drinking.

OBJECTIVE:

Students demonstrate ability to distinguish between social drinking, abstention, problem drinking and alcoholism in order to understand their own and others' drinking behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Discriminating, evaluating, influencing.

OTHER: Activity is most applicable to older students who have had some drinking experience. Activity requires prior knowledge of definition of terms. Activity is good evaluation of learnings about problem drinking and alcoholism.

ACTIVITY:

Students are given Johns Hopkins alcohol questionnaire (following this page) and self-administer it. Students tabulate their own individual results.

Students break into small groups and are given blank copies of the questionnaire and written instructions to:

1. Decide whether or not the poll is a good indicator of problem drinking and alcoholism and why.
2. Make up your own criteria for what constitutes alcoholism and problem drinking, distinguishing between the two. (1-1½ classes)

Groups report definitions and new poll to class and respond to questions and criticisms from class and teacher. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class activity.
- Activity # 67, a poll on alcohol use by adults, is a good follow-up Activity.

EVALUATION METHODS:

- Each student takes and then writes an evaluation of one other group's poll. To the satisfaction of that group and the teacher.

ALCOHOL USE EVALUATION

The following questions have been adapted from a questionnaire by Johns Hopkins University Hospital designed to determine whether or not a person is or might become an alcoholic.

Each question requires that you make a decision as to whether the situation occurs fairly often, seldom, once, or never.

Please answer the following questions as HONESTLY as you can.

1. Have you ever lost time from work or school due to drinking?

   Often ____ Seldom ____ Once ____ Never ____

2. Has drinking ever made getting along with members of your family more difficult?

   Often ____ Seldom ____ Once ____ Never ____

3. Have you ever had drinks because you are usually shy with other people?

   Often ____ Seldom ____ Once ____ Never ____

4. Has drinking ever affected your reputation?

   Often ____ Seldom ____ Once ____ Never ____

5. Have you ever felt unhappy after you have been drinking?

   Often ____ Seldom ____ Once ____ Never ____

6. Have you ever gotten into financial difficulties as a result of drinking?

   Often ____ Seldom ____ Once ____ Never ____

7. Do you hang out in bars with people you consider lower than yourself when you are drinking?

   Often ____ Seldom ____ Once ____ Never ____

8. Has your drinking ever made you careless about your personal welfare?

   Often ____ Seldom ____ Once ____ Never ____

9. Have you ever felt less ambitious after you have been drinking?

   Often ____ Seldom ____ Once ____ Never ____

10. Do you crave a drink at a certain time everyday?

Often ____ Seldom ____ Once ____ Never ____

11. Do you ever want a drink the morning after you have been drinking?

Often ____ Seldom ____ Once ____ Never ____

12. Has your drinking ever caused you to have difficulty sleeping?

Often ____ Seldom ____ Once ____ Never ____

13. Do you ever find that it takes you longer to complete work or tasks as a result of your drinking?

Often ____ Seldom ____ Once ____ Never ____

14. Is drinking making it difficult for you to do well in school?

Often ____ Seldom ____ Once ____ Never ____

15. Have you ever taken drinks to escape from worries or troubles?

Often ____ Seldom ____ Once ____ Never ____

16. Have you ever taken drinks alone?

Often ____ Seldom ____ Once ____ Never ____

17. Have you ever had a complete loss of memory after you have been drinking?

Often ____ Seldom ____ Once ____ Never ____

18. Has your doctor ever treated you for drinking?

Often ____ Seldom ____ Once ____ Never ____

19. Have you ever taken drinks to build up your self-confidence?

Often ____ Seldom ____ Once ____ Never ____

20. Have you ever been sent to a hospital or jail as a result of drinking?

Often ____ Seldom ____ Once ____ Never ____

Now go through your test and total the number of responses in each category.

	Total
Often	
Seldom	
Once	
Never	

PRE-TEST EVALUATION

Now that you have totaled your responses, check your answers against the following:

1. If you responded "often" to two or more questions, it is very likely that you could be a problem drinker.
2. If you responded "seldom" to three or more questions, it is very likely that you are potential alcoholic.
3. If you responded "once" to five or more questions, it is very likely that you are an alcoholic.
4. If you responded "often," "seldom," or "once" to any question on the Pre-test, it is possible that you have a drinking problem

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1½ periods

ACTIVITY #: 213
TOPIC: Problem Drinking: background: attitudes
METHOD: Discussion

CORE ACTIVITY:

Students discuss their feelings about alcoholics.

OBJECTIVE:

Students demonstrate knowledge of alternate constructive attitudes toward problem drinking in order to develop constructive attitudes toward problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, empathizing, feeling concerned.

OTHER: This Activity should be preceded either by a talk by a member of Alcoholics Anonymous or by a reading assignment on alcoholics.

ACTIVITY:

Students briefly write their feelings about the alcoholic(s) they heard or read about from previous class. Teacher can suggest examples of types of feelings such as concern, disgust, sympathy, contempt, fear. If students have difficulty expressing feelings they can write briefly (½-1 page) responses to the following scenario:

> You work in the personnel office of the A&P Company. Your job is to interview people who want jobs at various A&P stores. You write private recommendations to local A&P store managers telling about the people you have interviewed. You have recently read about (or heard a talk given by) an alcoholic. Assume he no longer drinks excessively and hasn't been drunk in three months. What would you write to a local A&P manager who is looking for a cashier, a stock person, and an assistant manager about this alcoholic's personality in order to help the manager decide whether to hire him and, if so, for what position?

The following class students break into small groups and are given the following written instructions:

> Yesterday you wrote about whether you would recommend a former alcoholic for an A&P job. Start by reading what each of you wrote and then discuss and try to agree on: (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion.
- Students can write a letter to the AA speaker asking what feelings he would like non-alcoholics to have toward him.
- Activity # 53 on attitudes toward alcoholics is a related Activity.

EVALUATION METHODS:

- Students role play the A&P interviewer "making a recommendation" to an A&P store manager who "questions" him about the job applicant. To the satisfaction of the teacher and the class.
- Students role play a personnel manager interviewing a former alcoholic applying for different kinds of jobs (package store clerk, etc.). To the satisfaction of the teacher and the class.
- Students list at least five different feelings people often have toward alcoholics and pick those they feel are most appropriate, and defend their selection.

ACTIVITY (CONT'D):

- what the different feelings (or recommendations) in your group are.
- why you have these feelings.
- what feelings you feel you should have (or recommendations you should make) and why.
- which feeling can be most helpful to the alcoholic.
- why some people can't feel what they want to feel toward alcoholics. (1 class)

Groups report results to class and respond to questions and comments from class and teacher. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 3½-4½ periods, plus OCT

ACTIVITY #: 214
TOPIC: Problem Drinking: background: attitudes
METHOD: Independent Study: poll

CORE ACTIVITY:

Students draw up and administer poll to learn community's attitudes toward problem drinkers and alcoholics.

OBJECTIVE:

Students demonstrate knowledge of alternate constructive attitudes toward problem drinking in order to develop constructive attitudes toward problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, analyzing, questioning.

OTHER:

ACTIVITY:

A small group of students decides what questions about attitudes toward problem drinkers and alcoholics it wants to ask. Group solicits additional questions from classmates. Sample questions include:

- Alcoholics should be jailed because they are criminals: Yes No
- If someone becomes an alcoholic it's his own fault: Yes No
- Alcoholics can be cured: never rarely occasionally etc.
- More men than women become alcoholics: True False
- There's a difference between alcoholics and problem drinkers: True False

Group decides to whom to administer poll (other students, teachers, parents, town officials, etc.) and how to administer it. Group tests poll by administering it to own class. (1 class)

After conducting poll, students collate results. (1 class)

Group prepares analytical and interpretative report (1-2 classes) and presents it to class responding to questions and comments from (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can write article on findings for submission to school and community newspapers.
- Activity can be a class activity, an Activity in which two or more small groups divide the work, or an individual written research report.

EVALUATION METHODS:

- Students role play a man-in-the-street being "interviewed" by a TV or radio reporter asking his feelings toward problem drinkers and alcoholics. To the satisfaction of the research group and the teachers.
- Students write newspaper reports of the poll's findings. To the satisfaction of the research group and the teacher.

(over)

ACTIVITY (CONT'D):

class and teacher. If misinformation and/or hostility are shown toward problem drinkers and alcoholics in the poll results, class can discuss why this misinformation and/or hostility exist and what can be done to correct them. (½ class)

EVALUATION METHODS:

- Students in small groups write a "Handbook for Adults" on problem drinking and alcoholism that lists and corrects commonly believed myths and supplies useful information. Groups select their own distribution methods, such as parents' night display, mailings, and distribution at town hall. To the satisfaction of the research group and the teacher.

Suggested readings from novels and plays that illustrate some of the reasons people become problem drinkers and alcoholics.

Hunt, Irene: *Up A Road Slowly* (Follet). Story which follows the maturing of a girl through her childhood and teenage years. She lives with an alcoholic uncle whose problems stem from a difficult family life. (Hardbound only) Very easy reading.

Jackson, Charles: *The Lost Weekend*. Autobiographical novel about weekend in the life of an alcoholic. See Activity #224 for a fuller description of this book's contents. Pp. 17, 41, 45, 48, 58, 135, 144, 148, 202 and 222 describe some of the reasons that may explain why Jackson became an alcoholic, but see especially pp. 50-52. Average reading.

O'Neill, Eugene: *Long Day's Journey into Night*. Play about a family's problems, including avarice, drug addiction, tuberculosis and alcoholism. Pp. 97-126 describe the older brother's outpouring of pent-up feelings against his brother and mother that help account for his having become a problem drinker. Average reading.

O'Neill, Eugene: *The Iceman Cometh*. Play about inhabitants of a bar, most of whom are too afraid to go out and face life. Play attributes their drinking to this fear but only hints at why they have the fear. Average reading.

Saint-Exupery, Antoine de: *The Little Prince*. Allegorical story of the narrator's experiences when his plane breaks down in the Sahara; he meets a 'little prince' from another planet who regales him with tales. Pp. 42-43 describe his interview with a "tippler" who tells why he drinks. Easy reading.

Sinclair, Upton: *The Jungle*. Novel about the horrors of Chicago stockyards at the turn of the century and effects of urban life on immigrants. Pp. 137-141 describe the protagonist turning to drink as an escape from the brutality of his and his family's life. Mature reading.

Williams, Tennessee: *Cat on a Hot Tin Roof*. Play about a Southern family's squabbles, mostly over money. One son is an alcoholic and drinks until he gets a "click" that enables him to relax and forget. Play reveals some of the psychological reasons that impel him to drink. Average reading.

REFERENCE #: 1
ACTIVITY #: 216
CONTENT REFERENCE: 224-231
TOPIC: Problem Drinking: background: causes
CLASS TIME: 1-1½ periods, plus OCT
METHOD: Reading and Discussion

CORE ACTIVITY:

Students read and discuss fictional accounts of the causes of problem drinking and alcoholism.

OBJECTIVE:

Students demonstrate knowledge of the theories of problem drinking and alcoholism causation in order to make responsible decisions about problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, influencing.

OTHER: Activity is a good introduction to study of causes of problem drinking.

ACTIVITY:

Students read one or more fictional accounts that illustrate some of the potential causes of problem drinking and alcoholism. Suggested readings appear on the following page.

After completing reading, students break into small groups and are given written instructions to discuss why each of the people read about became a problem drinker. (½-1 class)

Groups report conclusions to class and respond to comments and questions from class and teacher. (½ class

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or an individual written research report.
- Activity #210, movies on problem drinking, is a related Activity.

EVALUATION METHODS:

- Each student writes a story that describes why a person became a problem drinker. Each student reads and critiques one other student's story for realism. To the satisfaction of the author and the teacher.
- Students respond to teacher's written and/or oral questions about the causes of problem drinking and alcoholism.

REFERENCE #: 1
CONTENT REFERENCE: 220-222
CLASS TIME: ½-1 period

ACTIVITY #: 215
TOPIC: Problem Drinking: background: attitudes
METHOD: Lecture & Discussion

CORE ACTIVITY:

Teacher explains why alcoholism is considered to be an illness.

OBJECTIVE:

Students demonstrate ability to distinguish between social drinking, abstention, problem drinking and alcoholism in order to understand their own and others' drinking behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, discriminating.

OTHER: This Activity and # 211 on definitions should precede any study of problem drinking and alcoholism.

ACTIVITY:

The teacher explains how alcoholism in the United States used to be considered a sin; then, until recently (and still by some), a crime, and today an illness. The teacher can enliven his explanation by asking students to give examples of crimes and illnesses and then list these on the blackboard. The teacher and students then abstract a general definition of "crime" and "illness" from what these listed crimes and illnesses have in common. Finally, the teacher ties in the definitions with alcoholism, indicating how the characteristics of alcoholism fit in with the definition of illness. For example, a crime may be defined as "the breaking of a law that makes the offender liable to punishment." An illness may be defined as "an unhealthy condition of the body or mind." Alcoholism is not against the law, but it is an unhealthy mental condition.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Teacher can lecture on who is an alcoholic -- dispelling skid row myths.

EVALUATION METHODS:

- Students are given several symptoms of illnesses and criminal behaviors and determine whether they are illnesses or crimes and why.
- Students write a short fictional description of someone (what he does, says, feels, the way he acts) who they feel is an alcoholic. They write down what aspects of his behavior indicate that he has an illness.
- Students respond to teacher's written and/or oral questions about why alcoholism is considered to be a disease.

REFERENCE #: 1
CONTENT REFERENCE: 231-238
CLASS TIME: 1-2 periods

ACTIVITY #: 217
TOPIC: Problem Drinking: effects
METHOD: Audiovisual

CORE ACTIVITY:

Students view and compare movies on the effects and stages of problem drinking and alcoholism.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.

OTHER: Activity can be a good evaluation of prior learnings about problem drinking and alcoholism. It is also a good introductory Activity to a study of problem drinking.

ACTIVITY:

Students view two of the films suggested on the following page. Students are told in advance of showing to look for the effects problem drinking has on the drinker, his family, his social life and his job, and to compare the two films' treatment of these issues.

After viewing, students break into small groups and are given instructions to discuss these effects and which movie presented this information better -- more accurately, completely, and objectively.

Groups report conclusions to class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Small group discussions can be class discussion.
- Movies can be shown without audio and students can offer interpretations of what is being depicted.

EVALUATION METHODS:

- Students write "autobiographies" of "a day in the life of an alcoholic or problem drinker." Each student reads and critiques one other student's "autobiography."
- Students play card game on alcoholism's stages. See Activity # 218.
- Students write response to a "Dear Abby" letter in which a writer has claimed his problem drinking is his own business, no one else's.
- Students respond to teacher's written and/or oral questions on the effects of problem drinking.

The following are suggested movies on the effects of problem drinking and alcoholism.

1. To Your Health -- 10 minutes, color. This film provides information on the nature of alcohol and the alcoholic, underscoring the disease concept. Uses animated images to explain the action of alcohol in the body. Source: See Bibliography #196.

2. Alcoholism in the Family: The Summer We Moved to Elm Street -- 28 minutes, color. Through the eyes of a nine-year old girl, the viewer witnesses some everyday events in the life of a family in which the father drinks too much, the mother is overwhelmed by household problems and worries, and the children must find new friends because the family keeps moving. Source: See Bibliography #197.

3. The Other Guy -- 28 minutes, color, 2 parts. This is a story of the progressive development of alcoholism in a businessman, from social drinking to alcoholism, including depiction of the effects on his family and business. Source: See Bibliography #198.

4. Spirits Underground -- 6 minutes, color. This animated film shows a shabby subway rider's fantasies and feelings as he downs a bottle of wine. Good for urban youth. Source: See Bibliography #199.

5. Alcoholism: Out of the Shadows -- 30 minutes, color. This is a film of three real couples who discuss their experiences with alcoholism. Five of the six people are ex-alcoholics. Source: See Bibliography #195.

6. The Best Damn Fiddler from Calabogie to Kaladar -- 49 minutes, black and white. Story of a mill worker whose drinking problem compounds his troubles. Source: See Bibliography #200.

7. The Secret Love of Sandra Blain -- 28 minutes, color. Portrayal of the development and family effects of alcoholism on a suburban housewife. Source: See Bibliography #202.

8. A Time for Decision -- 29 minutes, color. A film which emphasizes the social, emotional and economic aspects of alcoholism. Story is about a middle class, young lawyer. Source: See Bibliography #203.

REFERENCE #: 1
CONTENT REFERENCE: 231-233
CLASS TIME: 1

ACTIVITY #: 218
TOPIC: Problem Drinking: effects
METHOD: Drama: game

CORE ACTIVITY:

Students play card game in which cards representing the stages in the development of alcoholism are put into correct sequence.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Students need to have already studied alcoholism's stages. Activity is a good evaluation of such study.

ACTIVITY:

Students play a card game that requires them to organize the stages of alcoholism into their proper sequence. Game involves students taking turns "melding" the next card in the sequence onto a card previously discarded by another student -- for example, a "blackouts" card on top of a "wine with meals" card. First student to discard all his cards wins.

Game may also be played along lines of gin rummy in which students get random cards and then "meld" sets in threes or more of the stages of alcoholism in order. Game may also be played as "fish." This may be the most instructive way to play because players would have to be familiar with the stages of alcoholism without seeing them written on a card. For example, a student who had "drink for relaxation" and "blackout" cards would need to know that he had to get a "loss of job" or "can't stop once started" card in order to ask another player for it. No one can meld unless he has three steps in sequence.

However the game is played, players, to meld, need only to hold cards from within each major consecutive phase (moderate drinking phase, danger signs phase, alcoholism). Students do not put cards within each phase into a sequence.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Teacher can lecture on the stages of alcoholism.

EVALUATION METHODS:

- Activity is self-evaluating.

INSTRUCTIONS TO STUDENTS

*1. Divide up the cards so that each student has all the cards of one color.

2. Your goal is to make as many complete chains of cards as possible. Each chain represents the stages an alcoholic goes through as he progresses from a social drinker to a complete alcoholic. You must put the cards in order of these stages.

3. Each chain of cards must include any one card from:
   (a) The moderate drinking phase
   (b) The stage that includes warning or danger signs.
   (c) The stage of alcoholism.

   There are several cards for each stage. You may use any one of them in the game as long as you use it in the right order -- moderate before warning stage, etc.

4. Choose one student to start. Players move clockwise in turn.

5. Each player lays down one card on his turn. You may lay down a card onto a previous one played only if it describes the next phase or stage. For example, you may not put a "drink for relaxation" card onto a "benders" card.

6. If a player spots another player putting down a card in incorrect order, he may challenge him. If the challenger is correct, the other player must retrieve his card and lose his next turn. If, however, the challenger is wrong and the player was right in the card he put down, the challenger loses his next turn.

7. If a player cannot play a card onto a previous card played, he misses his next turn.

8. Player with the highest number of cards played at the end of the game is the winner for his group. You can tell this easily because each player is playing with different colored cards.

9. Group with the highest number of correctly completed chains when the teacher calls time is the winning group.

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*(First time game is played the teacher will need to xerox several copies of the cards sheet and include the following instructions:)
   1. Each student receives one page of uncut cards. Paste your page onto colored poster paper, making sure no two students in your group have the same color.
   2. Cut out the cards.

Moderate Drinking Phase	Danger Signs Phase	Alcoholism Phase
cocktail before dinner	frequently getting drunk	can't stop once started
wine with meals	blackouts	benders
drinks to relax when comes home from work	sneaks drinks several times a week	loss of job
has one or two drinks at parties	gulps drinks	craves liquor all the time
drinks a couple beers on Fridays with the boys	drinks more heavily than his friends	protects his liquor supply

REFERENCE #: 2-1
CONTENT REFERENCE: 235-237
CLASS TIME: 1 period

ACTIVITY #: 219
TOPIC: Problem Drinking: effects
METHOD: Drama: game

CORE ACTIVITY:

Students role play employer questioning employee suspected of absenteeism and tardiness due to a drinking problem.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing, influencing.
OTHER:

ACTIVITY:

Students role play game in which an employee who has been late and absent from work is questioned by his employer about his tardiness and absence. The object for the employee is to keep his job without telling his "boss" he has a drinking problem. The object for the employer is to find out why the employee has been late and absent, in order to determine whether to help him or to fire him.

1. Teacher explains game to class.
2. Two or three students volunteer to be employers.
3. Five students volunteer to be judges and are given scoring rules outlined below.
4. The rest of class forms teams of four, each representing an employer. Each team chooses a spokesman to role play its arguments with the employer. He is given role profile by teacher. Groups then decide what excuses and explanations he will give to his employer to account for his tardiness and absence.
5. Game is scored as follows:
   "Employers" are scored on the basis of:
   - ability to catch employee in contradiction......................0-3 points

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Similar role plays can be held between students and principal and between boyfriends and girlfriends (see following page for suggested role profiles).
- Activity # 239 deals with industry's alcoholism programs and is an appropriate follow-up Activity.

(over)

EVALUATION METHODS:

- Students write their own scenarios and role play them. To the satisfaction of the class and the teacher.
- Students write a description of a typical day in the life of an alcoholic and include the occasions on which he would have to lie and why. Students pick one or more of these occasions and write the best possible courses of action the person being lied to (if he knows he's being lied to) could take. To the judges' and teacher's satisfaction.

ACTIVITY (CONT'D):

- ability to get employee to admit to drinking........................0-5 points
- ability to come up with a good solution for employee who admits to drinking problem................0-10 points

"Employees" are scored on basis of:

- originality of excuse and how convincing.........................0-5 points
- not getting caught in a lie........0-3 points
- looking boss directly in the eye...0-1 points
- not hesitating: speed of response..0-3 points
- ability to convince employer.......0-6 points

Upon completion of each game, judges and teacher tally scores and announce winners. After each role play or after several, role players read their role profiles to the class. Class then discusses:

- what feelings role players experienced and why (e.g., guilt, anger) and which of these were constructive and which were not and why (e.g., "firing," sending to AA).
- what effects drinking had on the employee (e.g., dishonesty).

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Scoring may be omitted if it distracts from role play.

SAMPLE ROLE PROFILES

Employee

You have been drinking rather heavily because of personal unhappiness. Because of your drinking you have had hangovers that prevent you from going to work some days and make you late on others. You feel you cannot tell your boss why you've been late and absent because you may be fired. You have a family to support and cannot afford to lose your job. You feel that eventually you'll be able to control your problem. Your boss has called you in for a talk and you're pretty sure he's going to ask you why you've been late and absent.

Employer

You have an employee who has been coming late to work and missing some days completely. A neighbor of his has called you to tell you his absenteeism and tardiness have been caused by alcohol abuse. But you can't tell this employee you know this becuase the neighbor would be in trouble, and you can't be sure the neighbor is telling the truth. You've called this employee in to try to get him to tell you the reasons he's been late and tardy so you can decide what to do about it.

Boyfriend

You've been having a lot of problems at home and partly because of this have been drinking quite heavily and quite often. Your best friends usually spend their evenings together getting drunk and you like to join them. However, your girlfriend disapproves of heavy drinking too often and might break up with you if she found out, and that would just add to your problems. At times you've showed up late for dates and have cancelled out a few times altogether because you were too drunk or too hungover to make them. You're on a date with your girlfriend right now.

Girlfriend

You have a boyfriend who has recently cancelled dates and been late for other dates with you. You've heard talk of his drinking heavily when he's not with you, but you don't want to accuse him of something serious like this without being sure it's true. You have decided you must bring up his being late for and cancelling dates, however, and tonight you're going to raise the issue because you don't like being stood up or waiting. On the other hand, you like your boyfriend a lot.

Student

You've been hanging around with a group of friends who like to skip school or come in late after polishing off a six pack or two of beer. You've also been drinking between classes from beer smuggled into the cafeteria and bathrooms. You like your friends and to stop drinking with them would mean cutting yourself off from them. The principal has called for you to come to his office during third period and you suspect he's going to question you about your unexcused absences and tardinesses. If you tell him the truth, you may be suspended.

Principal

You have a student in your school who has been late for school several times recently and skipped school a few days too. You have heard through the grapevine that he may be drinking heavily. However, you don't want to accuse him of something like this without knowing for sure. You've finally called him in to explain to you why he's been late and absent so often.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

ACTIVITY #: 220
TOPIC: Problem Drinking: effects
METHOD: Drama: role play

CORE ACTIVITY:

Students abstain from one or more very desirable activities to feel what it might be like to be an alcoholic.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing.
OTHER:

ACTIVITY:

Students develop a list of common activities they engage in that it might be difficult for them to abstain from. Examples include:

- using salt and/or sugar
- smoking cigarettes
- seeing girl- or boyfriend
- using telephone
- eating candy
- drinking liquids
- watching TV
- drinking coffee
- playing athletics
- driving car or motorcycle
- drinking all beverages except water
- using hair tonic

Each student selects one or more activities and attempts to abstain from it (them) for an agreed-upon length of time depending on the activity and its importance to the student's needs and health. (½ class) At the end of that period each student writes an account of, or reports to the class on:

1. whether he succeeded
2. why he feels he was able or unable to succeed
3. his feelings during the period of abstinence -- such as boredom, fidgetiness, anger, grouchiness, preoccupation with the "forbidden" activity, jealousy toward others who were not abstaining.

If written, the teacher reads results back to class and, in either case, discusses relevance to alcoholics. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can ask their parents to do the abstaining and then question them on their feelings and success.
- Whole class can abstain from one activity in order to discover the wide range of reactions.

EVALUATION METHODS:

- Students write how it might feel for an alcoholic to abstain from alcohol by using their own experience as an analogy. Students also note how their abstinent behavior was different from an alcoholic's problems.
- Students write response to "Dear Abby" letter in which a social drinker or abstainer asks what it feels like to be an alcoholic or a teetotaler.
- Students respond to teacher's written and/or oral questions on what it feels like to be an alcoholic.

REFERENCE #: 1 ACTIVITY #: 221
CONTENT REFERENCE: NA TOPIC: Problem Drinking: effects
CLASS TIME: 2-3 periods, plus OCT METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview a life, medical and/or automobile insurance company official about alcohol issues.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, evaluating, writing.
OTHER:

ACTIVITY:

A small group of students draws up a list of questions to pose to one or more insurance company officials. The group solicits additional questions from classmates. Sample questions include:

1. Do you cover alcoholics? If so, do you charge them more? If so, why?
2. How do you determine if they are alcoholics? Do you distinguish between problem drinkers and alcoholics? Why?
3. How do you define an alcoholic?
4. What percentage of your losses or payments are due to alcohol-related illness or accidents? (½ class)

The group then prepares (1-2 classes) and presents an analytical and critical report of its findings to class that suggests how insurance companies should handle drinker-driver problems. Group responds to questions and comments from the class and the teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can be broken into small groups to discuss and write down what policies they feel insurance companies should have for alcoholics.
- Students can invite officer of insurance company to talk with class.

EVALUATION METHODS:

- Students role play an alcoholic "asking for" an insurance policy from salesmen from different types of insurance companies. To the satisfaction of the student researchers and the teacher.
- Students pretend they are officers of an insurance company and write a "brochure" outlining and defending their company's policy regarding coverage for alcoholics. To the satisfaction of the researchers and the teacher.

REFERENCE #: 1
ACTIVITY #: 222
CONTENT REFERENCE: 222
TOPIC: Problem Drinking: effects
CLASS TIME: 2½-3½ periods, plus OCT
METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview skid row alcoholics.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, writing.
OTHER: Activity may need a small amount of financial support and parental permission.

ACTIVITY:

A small group of students draws up a list of questions to ask several skid row alcoholics. Students then ask rest of class for additional questions. Examples of questions include:

1. Do you feel you could be helped?
2. If so, how? If not, why not? Have you been offered any help?
3. What do you feel accounts for your having become an alcoholic? (½ class)

Students may need to offer derelicts 50¢ for answering these questions. Students should explain honestly why they are asking their questions and not visit a derelict in more than two's. If possible, students take tape recorders. Otherwise, they take notes immediately after each interview.

After conducting interviews, group prepares (1-2 classes) and gives an analytical and critical report to class that explains what could be done for skid row alcoholics. Group responds to questions and comments from the class and the teacher. (½ class) Teacher should note that most alcoholics (97%) are not skid row "bums" and most skid row derelicts are not alcoholics.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can invite an alcoholic to talk to class.
- The entire class can break into small groups and each small group conduct its own interviews. A delegate from each group can form a new group to write a joint article on their experiences.

EVALUATION METHODS:

- Students role play a sociologist or newspaper reporter "questioning" skid row alcoholics. To the satisfaction of the research group and the teacher.
- Students write "autobiographies" of how they became skid row alcoholics and what it's like. To the satisfaction of the research group and the teacher.

REFERENCE #: 1 **ACTIVITY #:** 223

CONTENT REFERENCE: 234-238 **TOPIC:** Problem Drinking: effects

CLASS TIME: 2½-4½ periods, plus OCT **METHOD:** Independent Study: research

CORE ACTIVITY:

Students research the social effects of alcohol abuse.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, researching, writing.

OTHER:

ACTIVITY:

A small group of students, with the teacher's assistance, draws up a list of sources from which to obtain information about the social effects of alcohol abuse. The group divides up responsibility for the work. Types of sources include:

- employees in alcoholism units in hospitals
- literature
- policemen, judges, prisoners, social workers
- government officials responsible for budgets in any areas that deal with alcoholism, such as prisons, courts, police departments, registries of motor vehicles and hospitals
- industry safety officials.(½-1 class)

While conducting their research, group gets together as needed to compare progress and suggest new avenues for source materials.

After conducting research, group prepares analytical and critical report that suggests remedies for these social effects. (1-2 classes) Group presents it to class, responding to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- For other activities on social effects of alcohol misuse, see Activity #221 and #239.
- Activity can be performed as a class activity, or two or more small groups can conduct the research and compare findings. Activity can also be an individual written research report.

EVALUATION METHODS:

- Students write response to a "Dear Abby" letter in which a writer has claimed his problem drinking is his own business, no one else's. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on the social effects of problem drinking and alcoholism. To the satisfaction of the research group and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

ACTIVITY #: 224
TOPIC: Problem Drinking: effects
METHOD: Reading and Discussion

CORE ACTIVITY:

Students read and discuss Charles Jackson's The Lost Weekend, an autobiographical novel by an alcoholic.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing.

OTHER: Activity is a good introduction to or evaluation of the study of problem drinking and alcoholism.

ACTIVITY:

Students read all or parts of Charles Jackson's The Lost Weekend. This is an autobiographical novel by an alcoholic that represents the best single account, fiction or nonfiction, of what it is like to be an alcoholic. It is out of print, but most libraries have copies that can be xeroxed for classroom use. The following page contains a breakdown of the book by topics.

Book is not easy reading, but is well written and is so interesting that many students will overcome any reading problems they may have with it just to relish its insights.

Book is especially insightful in its descriptions of memory losses, delirium tremens, alcoholic's self-deception and defensive feelings of superiority, his tendency to daydream, the reasons he may drink, his terror of life, his need to lie, and his need for money.

Students write down their own questions about alcoholism that they would like answered by the assignment.

Different students can read different parts and compare their selections in small groups or an entire class can read identical passages and discuss them in small groups.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be an individual written research report.

EVALUATION METHODS:

- Students write a next chapter to follow the passage they read. Each student reads and critiques one other student's chapter. To the satisfaction of the student author and the teacher.
- Students respond to teacher's written and/or oral questions on the book.

Topic index to Charles Jackson, *The Lost Weekend*.

borrows money for drink: 24-26

craving for alcohol: 39, 94-5, 141, 229ff.

cries from drinking: 22-3, 166.

daydreams while drinking: 50-52, 65, 149-153.

delirium tremens: 127ff, 169-171, 223-226.

feelings of inferiority: 115.

feelings of superiority: 26-27, 30, 33, 115.

good feelings from drinking: 29, 73, 115, 147.

hangover: 94ff.

interpersonal situations: with brother and girlfriend, *passim*; with bartenders, *passim*;

lies: 3-6, 47, 135-136.

loss of coordination: 115-117.

loss of memory: 41, 68, 72, 94-95, 111, 128.

reasons he drinks: 17, 41, 45, 48, 50-52, 58, 135, 144, 148, 202, 222.

self-deception: 73, 84, 87, 103, 115, 135, 173.

shame, remorse, guilt: 41-42, 47, 61, 63-64, 137-138, 209.

steals woman's handbag for money: 27-35.

terror and anxiety: 48-49, 58, 173.

REFERENCE #: 1 ACTIVITY #: 225

CONTENT REFERENCE: NA

TOPIC: Problem Drinking: effects

CLASS TIME: 1-1½ periods, plus OCT

METHOD: Reading and Discussion

CORE ACTIVITY:

Students read and discuss fictional accounts of problem drinking and alcoholism.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing.

OTHER: Activity is a good introduction to a unit on problem drinking and also a good evaluation of learnings about problem drinking after such a unit.

ACTIVITY:

Students read one or more fictional accounts of problem drinking and alcoholism. Suggested readings appear on the following page.

After completing reading, students break into small groups and are given written instructions to discuss:

- what effects problem drinking had on each of the characters you read about. Divide up the effects into:

    -behavioral
    -physical
    -social

Groups report findings to class and respond to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Member of AA, Al-Anon or Alateen can talk with class.
- Activity #213 and #53 on attitudes toward alcoholics are good follow-up activities.
- Students can read nonfiction accounts of problem drinking. (See Bibliography #s 98-111.)

EVALUATION METHODS:

- Students write their own stories about problem drinking's effects. Each student critiques one other student's story in terms of realism. To the satisfaction of the author and teacher.
- Students respond to teacher's written and/or oral questions about problem drinking's effects.

Suggested readings from novels, plays and short stories that describe the effects of problem drinking and alcoholism.

Albee, Edward: A Delicate Balance. Play about family life in which one member is an alcoholic. Her behavior ranges from dropping a drink on the floor (deliberately) to playing an accordion. Mature reading.

Daly, Maureen: The Seventeenth Summer. Story about the first love of a 17-year-old girl. On pages 163ff her boyfriend takes her to a Ratskeller where she has a coke. Her boyfriend suggests she try a bottle of beer and she gives in "for fun," even though she feels it is not "ladylike." After her second beer she becomes very talkative and laughs a lot, then sleppy. She feels later on that it was a wonderful evening. Very easy reading.

Fitzgerald, F. Scott: "Babylon Revisited", 20 pp. Short story about a former alcoholic who tries to regain custody of his daughter. He fails to do so because of his family's lack of faith in his future sobriety. Mature reading.

Greene, Graham: The Power and the Glory. Novel about an alcoholic priest being hunted down in an anti-clerical Latin American country. Pp. 139-155 describe his getting drunk, while periodically elsewhere in the novel he craves alcohol (pp. 106-107, 226-228, 249). Average reading.

Hamner, Earl Jr.: You Can't Get There From Here. Novel about a boy who spends a day in New York City searching for his father. Effects of alcoholism are depicted through flashback descriptions. Average reading.

Hemingway, Ernest: To Have and To Have Not. Series of related incidents in the life of a small-boat captain. Pp. 30-64 describe the pilot's mate who can't function without brandy. Easy reading.

Hunt, Irene: Up a Road Slowly. Story which follows the maturation of a young girl. She lives with her alcoholic uncle and has a good relationship with him. Very easy reading.

Jackson, Charles: The Lost Weekend. Autobiographical novel about weekend in the life of an alcoholic. See Activity #224 for a fuller description of this book's contents. Average reading.

Sherburn, Zoa: Jennifer. Story about a girl whose mother is an alcoholic. During the book she learns to cope with this type of family situation. Very easy reading.

Summers, James L.: The Long Ride Home. Story of the effects of an alcoholic father on the lives of his high school daughter and son. Easy reading.

Twain, Mark: The Adventures of Huckleberry Finn. Story of a young boy's adventures on the Misissippi on a raft in the 1880's. Pp. 19-34 describe Huck's father as he gets roaring drunk and then experiences the DT's. Easy reading.

Waugh, Evelyn: Brideshead Revisited. Novel about a British Army career officer, one of whose friends is an alcoholic. Pp. 107-116, 120-128, 132-135, 275-281 describe the alcoholic's disease. Very mature reading.

Williams, Tennessee: Cat on a Hot Tin Roof. Play about a Southern family's squabbles chiefly over money. One son is an alcoholic and drinks until he gets a "click" that enables him to relax and forget. Average reading.

Woody, Regina J.: One Day at a Time. Story about a thirteen-year-old girl whose mother is an alcoholic. Her mother denies having a drinking problem but eventually drinks herself unconscious and is taken to a hospital. Later the mother has a birthday party for the girl at which she, the mother, gets drunk in front of the girls' friends. Very easy reading.

REFERENCE #: 1
CONTENT REFERENCE: 234
CLASS TIME: ½ period, plus OCT

ACTIVITY #: 226
TOPIC: Problem Drinking: effects
METHOD: Reading

CORE ACTIVITY:

Students read fictional accounts of delirium tremens.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading.

OTHER: Activity is a good introductory activity to a study of the physical effects of problem drinking and alcoholism.

ACTIVITY:

Students read two fictional accounts of what delirium tremens is like. They are taken from The Adventures of Huckleberry Finn by Mark Twain (near the end of Chapter VI) and from The Lost Weekend by Charles Jackson (page 217).

Students are given the discuss on questions below before doing assignment and are instructed to answer them briefly while doing the reading as preparation for the discussion.

After completing reading, students break into small groups and are given written instructions to:

1. Compare the two accounts you read of delirium tremens and record which aspects are mentioned in both and which are mentioned in only one.
2. Compare how Huck and Helen respond to the two people who are experiencing the DT's. Record what other things people might do when someone is experiencing the DT's.

Groups report their conclusions to class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or an individual research report.
- Teacher can lecture on or students read about diseases associated with alcohol abuse.
- Students can read non-fiction account of delirium tremens in William A. Nolan, The Making of a Surgeon, p. 226.

EVALUATION METHODS:

- Students write their own fictional stories of someone experiencing the DT's. Each student reads and critiques one other student's story.
- Students respond to teacher's written and/or oral questions about the DT's.

REFERENCE #: 1 **ACTIVITY #:** 227

CONTENT REFERENCE: 218-244

TOPIC: Problem Drinking: effects

CLASS TIME: 1½-2 periods, plus OCT

METHOD: Reading and Discussion

CORE ACTIVITY:

Students read and discuss different autobiographical accounts by problem drinkers and former problem drinkers.

OBJECTIVE:

Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, empathizing, analyzing.

OTHER:

ACTIVITY:

Students are assigned different biographies about, but preferably autobiographies by, problem drinkers and former problem drinkers, such as those suggested on the following page. The class is divided into several small groups. Each group selects an area on alcoholism it would like to learn more about. Suggested areas include: causation, treatment, community attitudes, behavior, family problem, economic effects and feelings about themselves. Each group writes a series of questions on its chosen area of research to which it expects to find answers as it reads its selections. No two students in the same group are given the same reading assignment, if possible. (½ class)

After completing the reading, students break down into their groups and are given written instructions to:

1. Describe to each other what your reading selection was about.
2. Go through your list of questions and record answers to them on the basis of your readings, noting where more than one author agrees or disagrees on an answer. Try to explain why authors disagree on answers, if they don't seem to agree. (½-1 class)

Groups report conclusions to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can perform Activity as a written report.
- Member of AA, Al-Anon or Alateen can talk with the class.

EVALUATION METHODS:

- Students write an "autobiography" of a person who becomes or is a problem drinker that describes any one of the aspects of problem drinking studied in a group other than their own. To the satisfaction of a group that did study that area and the teacher.
- Students role play a problem drinker or former problem drinker being "interviewed" by a sociologist. To the satisfaction of a group that researched the questions asked by the "sociologist" and the teacher.

Suggested autobiographies by and biographies about problem drinkers and alcoholics.

Alcoholics Anonymous "Blue Book."

Hemingway, Ernest: *A Moveable Feast* (Scribner). Pp. 147-186. Description of F. Scott Fitzgerald's drinking and that of his wife. Mature reading.

Hough, Henry Beetle: *An Alcoholic to His Sons* (Simon & Schuster). Autobiographical account of a man's experience with alcoholism. Average reading.

Jackson, Charles: *The Lost Weekend* (Noonday, out of print). Autobiographical novel by an alcoholic. See Activity #224 for a breakdown of its contents. Average reading.

Whitney, Elizabeth: *The Lonely Sickness* (Beacon, hardbound only). Autobiographical accounts by alcoholics, especially, Chapters 3,4 and 5 (pp. 35-49, 50-74, 75-83). Easy reading.

REFERENCE #: 1
ACTIVITY #: 228
CONTENT REFERENCE: 214-216
TOPIC: Problem Drinking: effects
CLASS TIME: 1 period, plus OCT
METHOD: Writing

CORE ACTIVITY:

Students complete unfinished stories focusing on difficulties faced by families with alcohol problems.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, analyzing.
OTHER:

ACTIVITY:

Students complete unfinished dramatic stories on difficulties faced by families with alcohol problems. Each student reads the incomplete stories on the following pages. They are told to write their own conclusions (beginning, middle) to each story (or to two out of three), describing what they believed happened in the omitted portion.

The following class, students break into small groups and each student explains to the rest of his group why he thought the plot evolved as it did.

Class discussion follows on a few representative completions. Each group selects one story which it generally agrees to be the most plausible completion. If no single story emerges in each group to meet this criterion, the group selects one story at random. Discussion focuses on:

- what the various options are that family members can choose from to cope with problem drinking
- attitudes (such as stereotyping) and feelings (such as disgust, fear) expressed in the completions (or in the stories themselves) toward problem-drinker families and problem drinking.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can also be used to discuss student attitudes toward the personal and social consequences of alcohol abuse.
- Students can tape the stories, using actors for the dialogue and also a narrator. Their own completions can then also be taped.
- Member of Al-Anon or Alateen can talk with the class.

EVALUATION METHODS:

- Students complete similar stories which focus on illness (such as heart disease, cancer, paralysis, blindness) or on financial problems (such as bankruptcy and poverty) and thereby explore the special attitudes people have toward alcohol problems. Students discuss if and how they would react differently if the problem was, for example, a father incapacitated by a stroke, who needs money to support his four children, but the oldest son, who could go to work, wants to finish school.

Sample Unfinished Stories

1. Mary was twelve years old and excited to be going home with her new friend Joan for a visit after school. Joan lived in a different part of town and Mary was especially pleased at her new freedom to have friends who did not live in her immediate neighborhood.

There was nothing particularly different about Joan's neighborhood. Neat private homes, with well-kept lawns and bicycles of all sizes out front, looked much like Mary's own street. It was only when they entered Joan's house that Mary felt strange. At first, she wasn't sure why -- Joan hurried into her own room so Mary hardly had a chance to think about it. But as she left, she noticed how disorderly the house was. It looked as if there had been a party there the night before, with full ashtrays around and lots of glasses, dishes all over, and nobody had yet had the chance to clean up.

Mary and Joan saw much of each other at school after that but it wasn't until two weeks later that Mary went home with Joan for a visit again. This time, the house looked the same and Mary began to wonder if it always looked that way. When Joan's mother appeared, Mary realized what was wrong.

Mrs. Johnson was sitting in the kitchen in a bathrobe, her hair unkempt, a short glass in one hand, a cigarette in the other. She snapped, "Who's this?" when she saw Mary. "I thought I told you to clean up here this afternoon." Joan cringed at her mother's bitter shout, flushed in shame when she met Mary's eyes. Mary immediately offered to help Joan clean up and the two girls fled the kitchen, eager to escape Mrs. Johnson.

As they worked, Joan thanked Mary for helping her but she couldn't stay calm. She began to cry and said, "Now, you know. My mother is drunk -- she almost always is." Mary really didn't know what to say. She squeezed Joan's hand but kept on working. When they finished, Mary left for home, telling Joan simply not to be ashamed -- it wasn't her fault.

The next day, Joan didn't appear at school. Mary thought perhaps she stayed away out of shame, perhaps her mother made her stay home to do something for her. She couldn't imagine that Joan would choose to stay home. But when Joan returned the day after, she avoided Mary -- she didn't even say hello as they passed in the hallway.

Mary was so upset by this that she decided to talk to her mother about it. She was shocked at Mrs. Brown's reaction. "It's just as well, my dear," her mother said. "I don't want you getting mixed up with alcoholics anyway. I'm glad you found out now. You have lots of other friends so you don't need this girl Joan."

Disheartened Mary went into her own room to think out the problem. Joan needed her, she was sure, and she wanted to help her, even if Joan found it hard to face her right now. Her own mother was being unsympathetic and she couldn't accept her view. Mary decided she had to follow her own beliefs and went to the telephone to call Joan. She invited Joan over for the next afternoon, and was delighted to learn Joan was willing to come.

Mary had to admit that she was glad her mother had a dentist's appointment the next afternoon because she wouldn't approve of Joan's visit. This way she probably wouldn't even know Joan was there. While this disturbed Mary some, she still decided that she had to stand by her beliefs.

When Mary and Joan walked into Mary's house after school the next afternoon, Mary was surprised to see her mother. She blurted out: "But I thought you had a dentist's appointment!" She instantly regretted what she said because it showed her own guilt over what she was doing and let Joan know as well that Mary had counted on her mother being gone.

(What happens next?)

2. They were at it again. Mr. and Mrs. Holland were shouting at each other in the playroom downstairs. Stephanie didn't have to be there to know that her mother had a drink in her hand. That's the way it was these days. Mother would start drinking, then they would start arguing about that and other things. Or sometimes the reverse. An argument would begin and Mother would immediately pour a drink, and then another and then another.

Stephanie was only 10 years old and she really didn't understand how all this had happened. Her parents had always enjoyed drinking and didn't argue about it. They relaxed by the lake all summer while she and her brothers and all their friends swam and played in the water. Then suddenly, they never had fun any more. Her parents fought and fought. For a few weeks, she and her brothers and mother moved in with her grandmother and they didn't see her father at all. Then they moved back. Now mother said they were moving further away to Aunt Josie's house. How they could all live there she didn't know, Aunt Josie only had a small apartment, while Stephanie's own house was beautiful and large -- 10 rooms. She was sure they wouldn't see her father at all if they went to Aunt Josie's house. It seemed so far.

Suddenly, Stephanie heard a crash. She ran downstairs and saw that a window was broken. She couldn't tell who had done it, but she was sure either mother or father had thrown a glass right through it -- it lay broken on the floor, and the rug was all wet from the spill. Dad was on the phone talking to Dr. Mason. The next thing she knew, Stephanie's grandmother was at the house, mother was packing a suitcase and daddy said he was taking mother to the hospital for a while until she got better.

Stephanie cried. She didn't know mother was ill. She didn't know what was happening. She feared her mother might not return.

It was outside the next day that Stephanie heard a group of neighbors talking. "She's really turned into an alcoholic," one said. "They put her in to dry her out. Things were getting pretty violent, you know, what with breaking windows and all." "Yes," said another. "It's such a pity too. They can afford anything money can buy but what's the good? And the poor children. They're the ones who always suffer. You'd think a woman wouldn't lose control of herself when she has four children to care for."

Stephanie was stunned. She knew her parents argued about drinking but she didn't think her mother was an alcoholic. She was ashamed and began to hate her mother and fear her return.

For the next several days, the house was quiet and peaceful although sad. Dad wasn't around much but grandmother took care of Stephanie and her brothers and they went to school as usual. But when Saturday came, Dad said he was going to get mother and bring her home.

(What happens in between?)

That night, Stephanie cried herself to sleep. She had apologized to her mother for what she had said. Her father forced her to. But she really wasn't sorry -- she still believed what the neighbors had said. Her mother was an alcoholic. How could she know whether she was cured at the hospital?

3. How did the following situation come about?

Mrs. Smith was on the phone with her husband. "Thank heavens, John was smart enough to walk home from the game. Bob went with Jim and his father and now they're all in the hospital."

"No we're not sure yet except we don't think the boys are seriously hurt. Mr. Bronson may be. He took the impact of the steering wheel."

"Jim's feeling very bad -- even a bit guilty but he tried to warn Bob not to go." "Yes, he had a bottle with him at the ball park. Isn't that illegal? Anyway, he got away with it. But now they're all paying the price."

"I can't do that. John likes Jim very much. I can't forbid him to see him. And you see he has the sense to avoid Jim's father. Well, OK, we'll talk about it more later. Bye."

REFERENCE #: 1 **ACTIVITY #:** 229
CONTENT REFERENCE: 218-244 **TOPIC:** Problem Drinking: effects
CLASS TIME: ½-1 period, plus OCT **METHOD:** Writing

CORE ACTIVITY:

Students write "autobiographical" accounts of one or more aspects of problem drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, describing, analyzing, empathizing.

OTHER: Activity is a good evaluation of learnings about problem drinking and alcoholism. It is also a good pre-test of student knowledge about and attitudes toward problem drinking.

ACTIVITY:

Students are given written instructions to write at home an "autobiographical" account of a problem drinker or alcoholic that emphasizes any one or more of the following issues:

- why people become problem drinkers
- what effects problem drinking has on their lives and on the lives of those around them
- what feelings problem drinkers develop
- what treatment methods they participate in.

Upon completion, students exchange results and each student writes a critique at home of one other student's paper in terms of realism and accuracy. Students pair off and discuss each other's critiques.

The teacher can then collate the results and chart on the blackboard exactly what students mentioned as being the "reasons" they became problem drinkers, etc. If the results indicate gross stereotyping (e.g., all students claim to be Irish and therefore became problem drinkers) the teacher should point this out.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Small groups of students can write an "autobiography" together.

EVALUATION METHODS:

- Not applicable.

REFERENCE #: 1
CONTENT REFERENCE: 238-244
CLASS TIME: 2 periods

ACTIVITY #: 230
TOPIC: Problem Drinking: treatment
METHOD: Audiovisual

CORE ACTIVITY:

Students compare two movies describing treatment methods for problem drinking and alcoholism.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.

OTHER: Activity is a good evaluation of learnings about treatments for problem drinking and also a good introductory Activity to a study of treatments.

ACTIVITY:

Students view two or more movies that depict treatment methods for problem drinking and alcoholism:

- Exploring the Treatment of Alcoholism -- 27 minutes, black and white. This film depicts the imaginative treatment methods used at a California State Hospital for alcoholics, including confrontation, behavioral techniques, group therapy and nonverbal communication. These scenes are inter-cut with interviews with the then superintendent of the hospital. Source: (See Bibliography #204)
- Problem Drinking: A Call to Action -- 25 minutes, color. This film describes a typical day in one community's fight against alcoholism through education and rehabilitation. Source: (See Bibliography #205)
- The American Alcoholic -- 54 minutes, color. A documentary on the treatment of alcoholism with actual scenes from rehabilitation centers. Source: (See Bibliography #206)

After viewing, students break into small groups and are given written instructions to discuss:

- the major treatment methods depicted in each movie.
- which are most effective and why.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Small group discussions can be class discussion.

EVALUATION METHODS:

- Students decide how federal money should be allocated for rehabilitating alcoholics. (See Activity #234.)
- Students write "brochures" outlining what their ideal alcoholism unit would contain and do and why.
- Students explain in writing or orally where they might seek help if they had an alcohol problem and why.
- Students respond to teacher's written and/or oral questions on treatment methods for problem drinkers.

ACTIVITY (CONT'D):

Groups report conclusions to class and respond to comments and questions from class and teacher.

REFERENCE #: 1
CONTENT REFERENCE: 238-244
CLASS TIME: 1 period

ACTIVITY #: 231
TOPIC: Problem Drinking: treatment
METHOD: Discussion

CORE ACTIVITY:

Students discuss and evaluate methods for treating problem drinkers and alcoholics.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, evaluating, decision-making.

OTHER: Activity is a good evaluation for learnings about problem drinking and alcoholism treatment. It should be preceded by a study of treatment methods, e.g., Activity #230 or #240.

ACTIVITY:

Students write brief (½-1 page) responses to the following scenario:

> You are the new Director for Alcoholism Rehabilitation in your community (state, etc.). You have been given $______ (teacher fills in amount appropriate to the size of the community) to spend for the next year in your community in any way you choose. Your goal is to help problem drinkers and alcoholics. How exactly will you spend each dollar? For what kind of program or programs?

The following class, students break into small groups and are given the following written instructions:

> Yesterday you wrote how you felt $_____ should be spent to help alcoholics. For this class, assume your group is the new Commission for Alcoholism Rehabilitation in your community. The new Director for Alcoholism Rehabilitation wants advice on how to spend the $_____ he has been given.
>
> Read each others' papers to find out what your suggestions were yesterday and then decide and record how you, as a group, will advise the Director to spend and apportion the money among the various possible programs and why.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.
- Activity #238 on interviewing government officials about alcoholism facilities is a good follow-up Activity.

EVALUATION METHODS:

- Students are given a fictitious person with a drinking problem. Students list the treatments that would benefit him most and explain why. See sample scenarios in Activity #233.
- Students respond to teacher's written and/or oral questions on treatments for problem drinking and alcoholism.

ACTIVITY (CONT'D):

Groups report results to class and respond to questions and criticisms from the class and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 238-244
CLASS TIME: 1 period

ACTIVITY #: 232
TOPIC: Problem Drinking: treatment
METHOD: Discussion

CORE ACTIVITY:

Students discuss where they might seek help if they had an alcohol problem and why.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, empathizing, decision-making.

OTHER: Activity should be preceded by Activity #230 or #240 on treatments for alcoholics. Activity is a good evaluation of learnings about treatment methods.

ACTIVITY:

Students write brief ($\frac{1}{2}$-1 page) response to the following scenario:

> You have been drinking more and more each day to the point where you now drink 2 cans of beer when you wake up and continue to drink whenever you can. You realize you have an extremely serious problem but you have no will power to stop drinking. You just can't face life sober. What, if anything, do you do? Will you see a psychiatrist? Social worker? Talk to a friend? If you do nothing, why? If you do something, why that?

The following class students break into small groups and discuss:

- whether to seek help and, if not, why not; if so, why.
- specific ways in which they would get help and why.

Groups report their results to the class and respond to questions and criticisms from class and teacher. Teacher brings up any sources of help omitted by students and discusses why different sources may be appropriate for different people.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Guest speakers, each experienced with a different treatment method, can talk with the class and answer questions.
- Activity can be class discussion.

EVALUATION METHODS:

- Students rewrite response to scenario, explaining why they do or do not maintain their original position.
- Students role play or write dialogue to scenario in which a problem drinker goes to a friend for advice on what to do.
- Students respond to teacher's written and/or oral questions on sources of help for problem drinkers.

REFERENCE #: 1
ACTIVITY #: 233
CONTENT REFERENCE: 238-244
TOPIC: Problem Drinking: treatment
CLASS TIME: 1 period
METHOD: Drama: role play

CORE ACTIVITY:

Students role play problem drinkers and alcoholics coming to an alcoholism agency for help.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, empathizing, decision-making, feeling responsible.

OTHER: Activity must be preceded by a study of treatments available to problem drinkers and alcoholics, such as Activity #230 or #240.

ACTIVITY:

Students role play problem drinkers and alcoholics coming to a social welfare agency for help. Other students role play members of the agency. Students who play the "drinkers" are each given different role profiles such as those suggested on the following page. The agency "members" (two to four) are given written instructions to:

1. Listen to and question the "problem drinker" in order to decide what suggestions to make to him.
2. Dismiss him, indicating you'll call him back in a few minutes after conferring together.
3. Decide what suggestions to make and how you hope to influence him to accept them. (The teacher may want to include a list of possible suggestions, such as:
   - joining Alcoholics Anonymous
   - seeing a psychiatrist
   - rearranging his private life, if certain elements of it are "driving him to drink," such as changing jobs, getting a divorce, or getting married.
   - hospitalization.

4. Recall the "problem drinker" and suggest your solution(s) and reasons for them.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write their own role profiles and exchange them. Each student writes what his recommendation would be for assisting that particular "problem drinker." To the satisfaction of the profile's creator and the teacher.

ACTIVITY (CONT'D):

This situation can be replayed several times with different role profiles and participants. Students should be encouraged to write their own role profiles for other students to play. After each role play, participants read their role profiles to the class and describe the feelings they had during the role play. Non-participants suggest what they might have done had they been the players. Teacher adds own comments.

SAMPLE ROLE PROFILES

You have been drinking more and more often, so that now you have 2 cans of beer when you get up in the morning to get rid of the hangover you got from the previous evening's drinking. Then you go to work and manage to function as a delivery truck driver, but you stop one to three times for a few beers during the day. At night you polish off one or two more six packs. You've come in for help becuase your wife left you two days ago with your three children and you're lonely and miserable.

Your husband spends eighty hours a week working as a consultant for a big electronics company. He comes in usually around midnight and is off again by seven a.m. You don't even see much of him week-ends. Your two sons are two and four years old and keep you at home most of the day. Out of boredom and loneliness you started drinking cocktails during the evening, but you've reached the point where you drink them all day long and get so high you can't take care of your kids at times. You don't know what to do so you come to this agency for help.

You've just been fired from your third job in two years. You're an engineer, but every weekend you go on drinking binges that leave you weak and shaky on Mondays; you don't feel or act completely well until Wednesdays. You can feel better quicker by drinking again on Monday mornings but it's a hard thing to get away with as an engineer. This is what led to your being fired last time. You don't know what to do so you've come to this agency for help. You are unmarried.

REFERENCE #: 4-1
ACTIVITY #: 234
CONTENT REFERENCE: 238-244
TOPIC: Problem Drinking: treatment
CLASS TIME: 3 periods
METHOD: Drama: role play

CORE ACTIVITY:

Students decide how money should be allocated for alcohol problems in their state.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, empathizing.

OTHER: Activity should be preceded by an activity on what treatment programs are available, such as Activity #238 or #240.

ACTIVITY:

Students are broken into small groups. Each group represents a different interest group in the area of alcohol use in one state. Groups can represent: department of education; teachers' association; brewers and distillers association; student association; department of alcoholism; department of mental health; Alcoholics Anonymous. Each group picks a leader-spokesman.

Students are given the following scenario:

> The federal government (or a foundation) wishes to give your state $100,000 for whatever project(s) you choose for preventing alcohol abuse. The one condition made by the government is that all your groups agree on what the projects should be. If you cannot agree within two periods you lose the money.

The groups spend 15 minutes deciding what the money should be spent on; the spokesmen present their plans to each other. Their task now becomes to merge proposals or accept one. After the exchange of information about proposals, the spokesmen return to their groups for new ideas and strategies.

The next class period the spokesmen meet each other again in an attempt to agree on how to use the $100,000. Two or more round

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The amount of money and number of groups can vary. So can the organizations the groups represent and the social unit they are a part of (state government, town government, town school system, etc.).

EVALUATION METHODS:

- Students write which of the problems encountered in allotting funds probably would occur in "real life," and why.
- Individual students or small groups orally defend their group's plan against questions and criticisms from the class and teacher.

ACTIVITY (CONT'D):

trips are possible until ten minutes before the end of the class, at which time first the spokesmen and then the rest of the class tell what they are feeling.

During the third class, the small groups are given written instructions to:

1. Discuss what your feelings were during the role play. Did you feel angry? productive?
2. Discuss what you learned.
3. Organize the results of your discussion for presentation to the class.

Issues which usually appear and can be singled out by the teacher for class discussion are:

1. Alcohol: How much of the difficulty reaching agreement was due to the purpose for which the money was to be spent?
2. Competition: Did the groups tend to compete rather than cooperate? Why? Can anything be done about this? Is this what happens in society at large?
3. Cooperation: Was it high within each group but low between the groups or vice versa? Why? Is this what happens in society at large?
4. Group Pressure: What was the effect on each spokesman, especially when bargaining with the other spokesmen? Is this what happens in society at large?
5. Delegation: How much power and freedom was given each spokesman? Why? Is this what happens in society at large?
6. Decision Making: Did the sub-groups generate several ideas before selecting one or did it begin with a single idea? Why? Did everyone agree to the decisions made? How were the decisions made? How were the spokesmen selected? How was the proposal selected? Is this what happens in society at large?
7. Communication: Did people listen to each other? Is this what happens in society at large?

REFERENCE #: 1
CONTENT REFERENCE: 238-244
CLASS TIME: 2-7 periods

ACTIVITY #: 235
TOPIC: Problem Drinking: treatments
METHOD: Independent Study

CORE ACTIVITY:

Class splits up into small groups to engage in different independent research projects on the value of different treatment methods for problem drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, questioning, reading, evaluating.

OTHER:

ACTIVITY:

The teacher passes out to students a list (with brief sketches of what is involved in each) of research activities students can pursue, such as:

- interviewing government officials about available alcoholism facilities (Activity #238)
- interviewing director of industry alcoholism program (Activity #239)
- visiting hospital alcoholism unit (Activity 236)
- attending Alcoholics Anonymous meeting (Activity #237)
- researching treatment methods and facilities (Activity #240)
- volunteering as aides on facilities that deal with alcoholics. (Activity #241)

Students and teacher add other independent study topics to this list.

Students take the list home to select which topics they would like to study. Next class they form small groups of from 1 to 5 students around topics that concern them. These groups conduct the research along the lines suggested in the above Activities.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- In many cases, groups can write articles based on their research findings for submission to school and community newspapers.

EVALUATION METHODS:

- Each research group, in consultation with the teacher, creates its own evaluation methods.

ACTIVITY (CONT'D):

After completing research, groups prepare and present reports to class that indicate what they have learned and evaluate their findings in terms of critical suggestions for individual and societal improvement. Students should be encouraged to be imaginative in their presentation, by using audiovisual aids, props, charts, guest speakers, and other exciting reporting techniques.

REFERENCE #: 2-1
ACTIVITY #: 236
CONTENT REFERENCE: 228-244
TOPIC: Problem Drinking: treatment
CLASS TIME: 3½-5½ periods, plus OCT
METHOD: Independent Study: field trip

CORE ACTIVITY:

Students visit the alcoholism unit of a hospital and talk to staff and patients.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing, evaluating, writing.
OTHER: Parental and/or administration permission may be necessary for this Activity.

ACTIVITY:

A small group of students writes up a list of questions to ask the administrator of and patients in the alcoholism unit of a local hospital. The group solicits additional questions from classmates. Sample questions include:

for administrator:

1. How do most patients arrive at the hospital -- voluntarily or by commitment? Who commits them?
2. What problems or other causes led to the patients becoming alcoholics?
3. What activities do the patients engage in? What rehabilitative measures are taken? How effective are they? How can you tell?
4. What stages do alcoholics go through in becoming alcoholics?
5. Who pays for the patients' care in the unit?

for patients:

1. How many times have you been here before? Did you come voluntarily or were you committed?
2. What stages did you go through in becoming an alcoholic?
3. What rehabilitative activities do you engage in?

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- An entire class can interview a hospital official and/or patients in some hospital alcoholism units.
- Students can interview officials of hospitals that do not have alcoholism units to discover their admission policies and treatment programs.

EVALUATION METHODS:

- Students role play patients and administrators being "interviewed" by a researcher or newspaper reporter. To the satisfaction of the research group and the teacher.
- Students write "brochures" outlining what their ideal alcoholism unit would contain and do. To the satisfaction of the research group and the teacher.
- Students can volunteer as aides in hospitals or clinics and report their experiences to the rest of the class. (See Activity #241)

ACTIVITY (CONT'D):

4. Are they effective? Why or why not?
5. What measures would you like to see taken that might help you in addition to what's already being done?

Students also draw up a list of things to be looking for, such as:

- What seems to be the attitude of the staff toward the patients and vice versa?
- What help, if any, do the patients seem to be getting?
- What harm, if any, do the patients seem to be experiencing? (1 class)

After trip, group writes a letter to the administrator indicating what they liked about what they saw and inquiring whether what they disliked or felt was lacking could be rectified and if not, why. Letters should express thanks for the visit. (1-2 classes) Group prepares an analytical and critical report (1-2 classes) and presents it to class, responding to comments and questions from the class and teacher. (½ class)

REFERENCE #: 1 **ACTIVITY #:** 237
CONTENT REFERENCE: 240-241 **TOPIC:** Problem Drinking: treatment
CLASS TIME: 2½-3½ periods, plus OCT **METHOD:** Independent Study: field trip

CORE ACTIVITY:

Students attend an Alcoholics Anonymous, Al-Anon or Alateen meeting and report observations to class.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing, writing.
OTHER:

ACTIVITY:

A small group of students obtains background information about AA, Al-Anon and Alateen and locates the times and places of local meetings. (See Bibliography #101 for AA literature.) The group draws up a list of questions to pose to members and solicits additional questions from classmates. Sample questions include:

- In what ways does AA assist you to abstain?
- Why did you become an alcoholic?
- How do you define an alcoholic?
- What stages did you go through in becoming an alcoholic? (1 class)

The group attends one or more meetings and attempts to talk with individual members after each meeting.

After attending meetings, group prepares analytical and critical report (1-2 classes) and presents it to class responding to questions and comments from the class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can write an article on their observations and findings for submission to the school and community newspapers.
- The group can invite an AA, Al-Anon and/or Alateen member to speak to the class.
- Activity can be an individual written research report.

EVALUATION METHODS:

- Students role play an AA meeting. To the satisfaction of the research group and the teacher.
- Students act as newspaper reporters and write descriptions of what goes on at an AA meeting, including how AA seems to help its members. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions about AA, Al-Anon and Alateen meetings. To the satisfaction of the research group and the teacher.

REFERENCE #: 1

ACTIVITY #: 238

CONTENT REFERENCE: 238-244

TOPIC: Problem Drinking: treatment

CLASS TIME: 2½-3½ periods, plus OCT

METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview appropriate government official(s) to learn what alcoholism facilities are available and needed in their community.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, evaluating, writing, becoming involved.

OTHER: Students need to already be familiar with types of alcoholism treatment methods. See Activity #230 and #240.

ACTIVITY:

A small group of students formulates a list of methods for treating alcoholics. It then decides what questions about the availability of these facilities to ask an appropriate government official from state or local departments of alcoholism and mental health. The group solicits additional questions from classmates. Sample questions include:

1. What facilities are available for treating alcoholics in this community?
2. How much money is allocated to each? Where does the money come from? Could more money be used? Why isn't more money available? Why aren't the following services available:....
3. What is the "success" rate for each of the available treatment facilities? (1 class)

After conducting interview, the group then prepares an analytical and critical report that indicates what methods should be instituted and why. (1-2 classes) Group presents report to the class, responding to questions and criticisms from the class and the teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The official interviewed can be invited to talk with the class.
- The group can write up its findings into an article for submission to the school and community newspapers.
- The group can interview more than one official and compare what different officials report.

EVALUATION METHODS:

- Students write letters to their State and/or Federal Congressmen and Senators asking them to support or to introduce legislation to establish specific needed alcoholism treatment facilities and why. To the satisfaction of the research group and the teacher.
- Students write an article, as if it were going to be published as a public service in the community newspaper, explaining the alcoholism services available in the community. To the satisfaction of the researchers and the teacher.

REFERENCE #: 1
ACTIVITY #: 239
CONTENT REFERENCE: 235-237
TOPIC: Problem Drinking: treatment
CLASS TIME: 2½-3½ periods, plus OCT
METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview a director of an industry's employee alcoholism program and/or an officer of a business that does not have an alcoholism program.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing, writing.
OTHER:

ACTIVITY:

A small group of students does preliminary research on industries that have initiated alcohol programs for their employees. They then make phone calls to discover what industries and businesses in their area have and do not have such programs. After finding one or more that do, they formulate questions and solicit others from classmates. Sample questions include:

1. Why did you institute this program?
2. Exactly what is it intended to do for your employees? Is it working and how can you tell?
3. How many of your employees participate?
4. What have been the successes and failures of the program and how do you know? (1 class)

The group also interviews an officer of a business or industry that does not have such a program to find out why not.

After conducting interviews, group prepares an analytical and critical report that suggests what kind of program, if any, industries should have. (1-2 classes) Group presents report to the class, responding to questions and criticisms from the class and the teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Several small groups can interview different directors and compare findings; or director(s) can be invited to talk with class; or Activity can be an individual written research report.
- Students can submit article on findings to school newspaper.
- Students critique movie, A Time for Discussion (See Bibliography #203)

EVALUATION METHODS:

- Students break into small groups and are given a scenario describing an industry or business or school. They discuss and record the program for problem drinkers they would set up, or why they would not set up such a program. To the satisfaction of the group that conducted the interviews and the teacher.
- Students role play or write the dialogue to scenario of a director of a business' employee alcoholism program talking with an officer of a company without such a program. The former tries to convince the latter to institute such a program. To the satisfaction of the research group and the teacher.

REFERENCE #: 1
ACTIVITY #: 240
CONTENT REFERENCE: 238-244
TOPIC: Problem Drinking: treatment
CLASS TIME: 2-3 periods, plus OCT
METHOD: Independent Study: research

CORE ACTIVITY:

Students do research on treatment methods and facilities for alcoholics.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, analyzing, writing.
OTHER:

ACTIVITY:

A small group of students, with the teacher's assistance, draws up a list of sources from which to obtain information about treatment methods and facilities for alcoholics. The group divides up responsibility for the work. Types of sources include:

- literature (See Bibliography #s 98-111.)
- appropriate officials from:
    - state and local departments of mental health
    - state and local divisions of alcoholism
    - private alcoholism facilities
    - mental hospitals
    - state and local correctional systems
    - industries' alcoholism programs
- members of Alcoholics Anonymous, Al-Anon and Alateen
- field trip to alcoholism unit of a hospital to talk with staff and patients
- volunteering as aides in alcoholism treatment facilities.

Students draw up a list of questions they would like answered such as:

1. What treatment methods exist?
2. Which seem to be most effective and why?

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write an article based on its findings for submission to the school and community newspapers.
- Activity can be a class activity by dividing up the research work, or an individual written research report, or class research activity.

EVALUATION METHODS:

- Students write which treatment methods they would select if they were alcoholics and which they would recommend for a close friend if he needed help, and why. To the satisfaction of the research group and the teacher.
- Students respond to teacher's written and/or oral questions on treatments for alcoholics. To the satisfaction of the research group and the teacher.

ACTIVITY (CONT'D):

3. Have treatment methods changed over the years? If so, why?
4. Are the most effective treatment methods in fact implemented? If not, why not?

Students solicit additional questions from classmates. (½ class)

After completing research, group prepares an analytical and critical report of which treatments seem to be effective and why (1-2 classes) and presents it to class responding to comments and questions from class and teacher. (½ class)

REFERENCE #: 1
ACTIVITY #: 241
CONTENT REFERENCE: NA
TOPIC: Problem Drinking: treatment
CLASS TIME: ½ period
METHOD: Independent Study: volunteering

CORE ACTIVITY:

Students volunteer as aides or student trainees in a local hospital, out-patient clinic, or similar facility dealing with alcoholics.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate treatment methods for problem drinking in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling concerned, feeling responsible, getting involved.

OTHER: Volunteer work must be closely supervised by a competent professional. Student volunteers can be given free class time to compensate them for their time spent volunteering out of class. Parental permission may be necessary.

ACTIVITY:

The teacher finds out where alcoholics receive treatment in the community, whether these places use and need volunteers, in what capacity they use volunteers and what types of volunteers they will accept. Examples of some facilities include: out-patient clinics in hospitals, alcoholism units in hospitals, big brother and big sister programs, private and charitable half-way houses.

A preliminary trip to the facilities by the teacher and class or interested students may help to allay confusion and uncertainty students may feel.

Students keep a log of their impressions and experiences and answers to specific questions they have listed to which they expect to find answers. Sample questions include:

1. What seems to be helping and what harming, if anything, the alcoholics in this program? Why?
2. What can I or am I doing that can be of help or harm, if anything? Why?
3. Why don't more people volunteer to do this kind of helping?

Volunteers present autobiographical and analytical report on their

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write a case study of an alcoholic: a study of what the alcoholic's background was, why he was admitted to the treatment program, what his treatment is and how he is responding to it and why. To the satisfaction of the supervising professional at the agency and the teacher.
- Students role play or write dialogue to scenario in which a volunteer is "interviewed" about his work. To the satisfaction of the volunteers and the teacher.
- Students advise prospective volunteers on what the job will be like.

ACTIVITY (CONT'D):

experiences and answers to their questions to the class and respond to questions and comments from the class and teacher. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: 218-244
CLASS TIME: ¼-1 period

ACTIVITY #: 242
TOPIC: Problem Drinking
METHOD: Writing

CORE ACTIVITY:

Students take written quiz or test on problem drinking and alcoholism.

OBJECTIVE:

Students are able to show that they have explored their concern about problem drinking and alcoholism by demonstrating knowledge of and ability to evaluate the issues involved with them.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, discriminating.

OTHER: This evaluation Activity should be supplemented by other evaluation methods. Activity is useful as a pre-test and/or post-test.

ACTIVITY:

Students take written quiz or test on problem drinking and alcoholism. Sample questions appear on the following pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Written evaluation exercises on problem drinking and alcoholism. Answers or sources for answers appear in parentheses. Correct answers to multiple choice questions are underlined.

A. Essay Questions

1. Describe how four different people use alcohol by telling exactly how they use or abstain from alcohol. Make sure your descriptions indicate how these people are different from each other. The four are: an alcoholic, a problem drinker, an abstainer and a social drinker. (Content Literature pp. 138-140, 220-222)

2. It is generally believed by experts that people become alcoholics or problem drinkers for several reasons. Sam Smith is an alcoholic. He is 35 years old, has a wife and two children and has just lost his third job this year. Give four reasons that might explain why he is an alcoholic. At least one of these reasons must be behavioral (emotional, psychological). (Content Literature pp. 224-231)

3. Describe John Doe's behavior as he became an alcoholic -- the stages he went through. (Content Literature pp. 231-233)

4. Explain the major effects alcoholism and problem drinking have on society -- on people other than the alcoholic himself (family, welfare, industry, crime, safety; Content Literature pp. 234-238)

5. John Doe has been an alcoholic for seven years. What different treatments might help him? How might they help him? (psychotherapy, Antabuse, Alcoholics Anonymous; Content Literature pp. 238-244)

6. Have you actually used anything that you learned in the course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

B. Short Answer Questions

1. Write after each sentence "problem drinker" or "social drinker," whichever best describes the person in the sentence.

   (a) He has a cocktail before dinner and a highball before bedtime. (s.d.)
   (b) She takes one drink and she has to keep drinking until she's drunk. (p.d.)
   (c) He's been drinking a quart of liquor a day for ten years, manages to support his family on odd jobs, but fights with his wife. (p.d.)

(d) He has no control over how much he drinks -- he can't stop. (p.d.)
(e) Every Friday they go out, get drunk, and look for a fight. (p.d.)
(f) Whenever Sam's mother-in-law visits, he gets drunk and fights with his wife. (p.d.)
(g) Mrs. Smith starts drinking at 7 a.m. when the kids have left for school and doesn't stop until she's asleep at night. (p.d.)
(h) He likes a beer or two at parties and when watching TV. (s.d.)

2. Alcoholics often go through stages on the way to becoming alcoholics. Put the following stages into the order in which they are most likely to occur.

loss of control (4)
blackouts (3)
social drinking (1)
drinks heavily (2)
anti-social behavior (drinks alone or with other alcoholics) (5)

C. Multiple Choice Questions

1. The relationship between problem drinking and alcoholism is that:
(a) there's no difference
(b) all alcoholics are problem drinkers, but not vice versa
(c) all problem drinkers are alcoholics, but not vice versa
(d) neither can stop drinking once he starts

2. Alcoholism is felt by most experts to be:
(a) an illness
(b) a crime
(c) a sin
(d) a weakness of character
(e) a and d

3. The vast majority of alcoholics:
(a) live in homes and apartments like everybody else
(b) live on skid row
(c) live in hotels and motels
(d) evenly divided between a and b
(e) we don't know where they live

4. Evidence tends to indicate that most skid row "bums":
(a) are alcoholics
(b) are not alcoholics
(c) have money hidden in unnumbered Swiss bank accounts
(d) we don't know what they are

5. Most experts believe that the number of alcoholics in the United States is:
   (a) several thousand
   (b) under a million
   [✓ (c) 5-10 million]
   (d) no one has made any estimates

6. People probably become alcoholics because:
   (a) they inherit it from their parents
   (b) they had an unhappy childhood
   (c) as adults they have emotional problems
   (d) their society encourages it
   (e) a and b
   (f) b and c
   (g) c and d
   (h) a, b, c
   [✓ (i) b, c, d]
   (j) all of the above

7. Alcoholism often causes all of the following major social effects *except*:
   (a) family problems
   (b) safety problems
   (c) reduced economic efficiency
   [✓ (d) overpopulation]
   (e) higher car insurance rates

8. Which of the following is *not* a method for helping alcoholics?
   (a) Antabuse
   (b) AA
   [✓ (c) Alateen]
   (d) psychotherapy

9. All alcoholics:
   (a) drink whiskey
   (b) drink in the morning
   (c) drink every day
   [✓ (d) drink without being able to stop]

10. Which of the following should not be a goal of an industry's alcohol program?
   (a) early recognition of alcoholics
   [✓ (b) dismissal of inefficient employees]
   (c) reduction of accident rates
   (d) rehabilitation

11. The main reason alcoholism can lead to disease is becuase:
   [✓ (a) people may not eat properly when they drink too much]
   (b) the grains alcohol is made from contain a high level of DDT
   (c) alcohol contains poisonous elements that can damage the body's organs
   (d) none of these

12. "D.T.'s" refer to:
    (a) types of alcohol that have "Don't Touch" labels because they're poisonous
    (b) a liver disease associated with alcohol abuse
    (c) a disease alcoholics get from drinking too much
    (d) hallucinations and shakings alcoholics get when they suddenly stop drinking or can't find a drink

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ¼-½ periods

ACTIVITY #: 243
TOPIC: Problem Drinking and Alcoholism
METHOD: Writing

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward problem drinking and alcoholism.

OBJECTIVE:

Activity is designed to reveal student attitudes toward problem drinking and alcoholism.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post-test to evaluate before a course what attitudes need changing and whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward problem drinking and alcoholism. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings. Students should be told that there are no right or wrong answers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample questions to evaluate student attitudes toward problem drinking and alcoholism. Answers may reflect: hostility, sympathy, indifference, blame, belief in the immutability of human nature, or a people-are-weak attitude.

Agree-Unsure-Disagree Questions:

1. Most alcoholics were born that way.
2. People inherit alcoholism from their parents.
3. Alcoholics should be jailed until they reform.
4. Alcoholics can't be cured.
5. It is difficult for most alcoholics to be cured.
6. People who start to drink a cocktail before dinner run a high risk of becoming alcoholics.
7. Alcoholics and problem drinkers should be treated as sick people.
8. Most alcoholics could really help themselves if they wanted to.
9. Most alcoholics have reached the point where they need help from other people before they can begin to help themselves.
10. Alcoholics are weak-willed people.
11. Alcoholics are really very funny people to watch.
12. Drunks are sad to see.